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ASSOCIATION CANADIENNE DES PROFESSEURS D'UNIVERSITÉ



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LETTERS LETTRES

The Canadian Committee of Scientists and Scholars

In the May 1980 issue of the *CAUT Bulletin*, Professor Israel Halperin referred to the Canadian Committee of Scientists and Scholars in an article entitled "Massera, Orlov, Shcharansky."

The Canadian Committee of Scientists and Scholars (CCSS) came to life in January 1980 when a number of distinguished Canadian scientists and scholars united to protest the persecution of Andrei Sakharov. They received such massive support from other scholars and scientists that they realized their colleagues throughout Canada should have at their disposal a means to speak out collectively on behalf of victims of persecution.

I was asked to be chairman of CCSS, whose Council now includes:

Margaret Atwood (poet and novelist)

Robert Bell (physicist) FRSC

Pierre Berton (author) Order of Canada

Donald Chant (zoologist) FRSC

Donald Coxeter (mathematician) FRSC

Robertson Davies (author) Companion of Canada, FRSC

Northrop Frye (professor of literature) Companion of Canada, FRSC

Richard Gathercole (professor of law)

Kelly Gotlieb (computer scientist) FRSC

Gerhard Herzberg (physicist) Nobel Laureate, Companion of Canada, FRSC

Foreign Member NAS, FRSC

Anton Kuerti (pianist)

Harold Merskey (professor of psychiatry) Doctorate Medicine

Mavor Moore (professor of drama)

Jose Nun (political scientist)

John Polanyi (chemist) Companion of Canada, FRSC, Foreign Member NAS, FRSC

Peter Richardson (professor of Religion)

Louis Siminovitch (medical scientist) Order of Canada, FRSC

Gordon Skilling (political scientist) FRSC

Harold Town (artist) Order of Canada, ARCA

Lynne Trainor (physicist)

Harry Welsh (physicist) Order of Canada, FRSC

CCSS is now engaged in a campaign on behalf of three scientists, Jose Luis Massera, Yuri Orlov and Anatoly Shcharansky, each of whom has been adopted by Amnesty International as a Prisoner of Conscience. Their cases described in Professor Halperin's article, are briefly summarized:

Jose Luis Massera — leading mathematician of Uruguay, member of former Uruguay parliament, imprisoned without trial after savage beating in October 1975. Mathematicians in Canada, France, Mexico and many other countries have protested, resulting in some improvement in his treatment, but not so far released from prison.

Yuri Orlov — internationally recognized Soviet physicist, sentenced in May 1978 to seven years hard labour for his activities in the Helsinki Group. Norman F. Ramsey, then president of the American Physical Society, stated, "I regard both the nature of the trial and the severity of the sentence as serious affronts to scientific progress and cooperation."

Anatoly Shcharansky — young computer scientist, imprisoned in May 1977 and sentenced in July 1978 to 10 years hard labour and three years prison for high treason, with apparently little respect at

the trial for the rules of evidence. In December 1977 the Canadian Secretary of State for External Affairs offered to accept Shcharansky in Canada (where he has many relatives). The offer has been reiterated, but with no response.

We are appealing to each of our Canadian colleagues to write a letter to the Soviet ambassador in Ottawa (285 Charlotte St. K1N 8L5) simply asking in the name of humanity that Yuri Orlov and Anatoly Shcharansky should be given their freedom. And we appeal for a similar letter to the Uruguayan ambassador in Washington D.C. (1918 F Street NW, U.S.A. 2006) asking for freedom for Jose Luis Massera.

It is of the greatest importance that copies of these letters should be sent to me (Physics Department, University of Toronto, Toronto M5S 1A7). We anticipate that there will be many hundreds of such letters. At the proper time we shall seek national publicity, which will surely have some effect. If we do not gain freedom for our oppressed colleagues we will certainly bring about some improvement in their treatment. The high distinction of the members of Council of CCSS will assure you that our campaign will be carried out with dignity as well as determination.

If you would like to support the work of CCSS, you are invited to send me \$2.00 as a contribution. CCSS is a very informal organization with no paid secretariat and almost no expenses other than mail and telegrams. There are no formal meetings. A small working group is directed in matters of policy by the Council, and from time to time acts on specific cases of persecution. The Canadian Committee of Scientists and Scholars has the sole purpose of providing a means for Canadians to speak out collectively on behalf of victims of oppression and persecution, whatever their government.

Eric Fawcett
Physics Department
University of Toronto

Human rights violations

The articles by William Bryant ("Amnesty International — Canadian Teachers Group") and Israel Halperin ("Massera, Orlov, Shcharansky") in the May, 1980, *CAUT Bulletin*, seem to equate alleged human rights violations and treatment of "prisoners of conscience" in the Soviet Union and Eastern Europe with human rights violations and treatment of political prisoners in countries such as Uruguay and Brazil. This apparent "equation" is reinforced by Paul Flather's article on alleged harassment of Julius Tomin by Czech authorities. Halperin mentions the imprisonment and torture of the eminent Uruguayan mathematician, Jose Luis Massera, and six cases of alleged violations of human rights in the USSR and Czechoslovakia. Bryant's article mentions "prisoners of conscience" in the Peoples Democratic Republic of Laos, Romania, the Soviet Union, Malaysia, Brazil, and Uruguay. Can we, or should we, equate alleged human rights violations in socialist countries with violations of human rights in nations with right-wing regimes?

The United Nations Universal Declaration of Human Rights can be used as a yardstick by which the human rights policies of governments can be judged. It provides for the right to own property (Article 17), the right to freedom of religion (Article 18), the right to freedom of expression (Article 19), the right to employment

(Article 23), the right to equal pay for equal work (Article 23), the right to form and join trade unions (Article 23), the right to food, clothing, housing, and medical care (Article 25), the right to education (Article 26), etc. While no government on earth guarantees all the rights in the UN Declaration to all its citizens, some governments come closer to this goal than others. We must ask which governments — those of the socialist countries, or those of Brazil, Chile, Uruguay, etc. — are working most actively to guarantee at least some of these rights to their citizens. Are some of these rights more important than others? For example, should a government give priority to guaranteeing the right to food, clothing, and housing before guaranteeing other rights? Do regimes which most flagrantly violate human rights deserve more publicity and condemnation than those guilty of less flagrant violations? Are there nations whose political-economic systems must be fundamentally changed before minimal human rights can be guaranteed? Do the Soviet Union and Czechoslovakia fall into this category? What about Brazil, Uruguay, Chile, South Africa, South Korea, etc.?

Government policies in the USSR and Eastern Europe are aimed, in part, at promoting certain human rights for their citizens — e.g., the right to food, clothing, housing, employment, education, medical care, etc. Several Western scholars claim that these policies have achieved some success (for example, see *Is the Red Flag Flying?* by Albert Szymanski, and *Inside East Germany*, by Jonathan Steele). Do the governments of Brazil, Uruguay, Argentina, Chile, South Africa, South Korea, Zaire, etc. pursue similar policies?

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Mount Saint Vincent University's Department of Education is sponsoring a national interdisciplinary conference on the future of children (0-12 years of age) in Canada, Ireland, Germany, Switzerland, and others.

The Canadian Child in the Eighties

The conference will be held March 18 - 20, 1981.

Major addresses will be given by Dr. William Fowler, formerly with the Ontario Institute for Studies in Education and now at Harvard University; Dr. Jacques Voneche, University of Geneva, Switzerland, and others.

Social and health science scholars and researchers interested in presenting papers that project future effects of recent developments in their areas of study are invited to submit proposals (500 - 1,000 words) or final papers to:

Dr. E. J. Mulewka / Dr. W. J. Hunter
Conference Co-ordinators
The Canadian Child in the Eighties
Mount Saint Vincent University
Halifax, Nova Scotia B3M 2J6

The deadline for submission of proposals is November 15, 1980.

Selected papers will be given special consideration for inclusion in an edited book planned for publication on the conference proceedings.



CAUT elects new executive



Israel Unger



Louise Forsyth

The Canadian Association of University Teachers has elected Israel Unger as its new President, Jim Foulks and Ken McGovern as its two vice-presidents and Louise Forsyth as Treasurer for the 1980-81 academic year.

The election took place at the CAUT annual Council meeting held in Ottawa in May.

Dr. Unger, who is a professor of Chemistry at the University of New Brunswick, has had a long association with the CAUT. He has been a member of the CAUT Board of Directors since 1972, serving on the Executive since 1977. From 1977 to 1979, he served as Chairman of the Relations with Governments Committee. In addition, he has sat on various committees concerned with relations with FAPUQ. During 1979-80, he served as the Vice-President Internal for the CAUT, and as such acted as Chairman of the Administration Committee.

Professor Unger has also been very active in faculty association affairs at the provincial and local levels. He has served as President of both the Association of University of New Brunswick Teachers and the Federation of New Brunswick Faculty Associations and as Chairman of a number of AUNBT committees over the years.

Dr. Foulks, professor of Pharmacology at the University of British Columbia, is the CAUT's new Vice-President External. His responsibilities will be to handle relations with member associations and to represent

the CAUT with affiliated organizations.

Professor Foulks has served as a member of the Academic Freedom and Tenure Committee of the CAUT since 1975, occupying the position of Chairman for the past three years. He has also served as Vice-President and President of the Faculty Association at UBC.

Dr. McGovern, professor of Philosophy at Campion College, University of Regina, is the Vice-President Internal and will act as Chairman of the Administration Committee. Professor McGovern has been a CAUT Board member since 1976. From 1978-79, he served on the Executive and during the past year was a member of the Elections and Resolutions Committee.

Dr. Forsyth, professor of French at the University of Western Ontario, is the new Treasurer of the CAUT. She has been a CAUT Board member since 1979 and has been very active in faculty association affairs at the local and provincial levels, serving as a member of the OCUFA Executive from 1976-77. She has also been a member of numerous UWO committees and currently serves on both the Senate and the Board of Governors of the university.

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THE UNIVERSITY OF ALBERTA

DEAN

FACULTY OF PHARMACY AND PHARMACEUTICAL SCIENCES EDMONTON, ALBERTA

Candidates for the position of Dean are being sought. Both men and women are invited to apply.

The University of Alberta is seeking an experienced academic and administrative leader for its Faculty of Pharmacy and Pharmaceutical Sciences. Knowledge of Canadian pharmacy is desirable.

Written nominations or applications for the position, accompanied in the latter case by a résumé of qualifications and experience, and the names of three referees, should be forwarded by October 1 to:

Vice President (Academic)
3-5 University Hall
The University of Alberta
Edmonton, Alberta T6G 2J9

CAUT backs assassinations probe

The CAUT Board of Directors has endorsed a fact-finding mission to be carried out in Sept. by the Inter-American Commission on Human rights into continuing reports of atrocities being carried out or supported by the military regime in Guatemala against the university community there.

The Board's action was taken after considering certain information supplied to CAUT by the Latin American Working Group and Amnesty International.

In a letter to Mr. Edmundo Vargas Carreno, Executive Secretary of the Inter-American Commission on Human Rights of the Organization of American States, CAUT President, Israel Unger said "The CAUT Board at its meeting on June 26 expressed concern about the reported murder and torture of university faculty members and students and voted to urge your organization to send a fact-finding mission

to Guatemala to investigate the violation of human rights which are reported and to make every effort to stop the repression of academic freedom which is apparently occurring."

The Latin American Working Group, a Toronto-based independent research organization on Latin-American affairs, reported the names of 28 professors and students who were assassinated or "disappeared" in March and April alone. In the past year, according to a report in the Chronicle of Higher Education, more than 40 students and 20 faculty members at the state-run San Carlos University have been killed, apparently because of their "left-wing" sympathies.

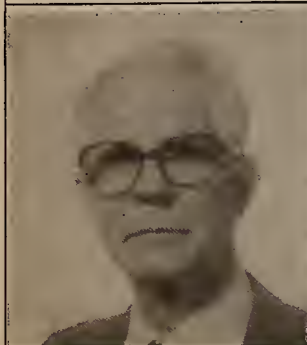
In Ottawa, an External Affairs Department spokesman verified that human rights violations occur repeatedly in Guatemala, including reprisals against academics who dare speak out against the military Junta. He also pointed out that Canada had supported a resolution at the U.N. Conference on Human Rights calling on the U.N. to investigate what was happening in Guatemala.

In neighbouring El Salvador, army troops stormed the campus of the University of El Salvador in July in pursuit of leftist gunmen and as many as 28 persons were believed to have been killed.

The university has long been a gathering place for leftist groups because its legal autonomy protected it from government interference. The occupation by army troops represented the first time in at least eight years that government forces had entered the university grounds.

Only a month before the occupation, delegates to the World Confederation of Organizations of the Teaching Profession (WCOTP) Summit Meeting of Central America, held in Managua, Nicaragua, were told that appeals to the El Salvador Junta to provide protection for teachers and to seek out those responsible for assassinations had met with no response. The WCOTP said this indicated clearly the Junta's support for the reign of terror with which members of the major teacher's organization of El Salvador, ANDES 21 de Junio, is faced.

The ANDES de 21 Junio organization reported to the WCOTP that 31 teachers were assassinated in 1979 and 55 more so far this year in El Salvador.



Jim Foulks

LETTERS LETTRES

These questions must be answered before we can equate alleged violations of human rights in the socialist countries with violations of human rights in Uruguay, Brazil, Chile, South Africa, Thailand, etc.

Yours,
Dennis Bartels
Dept. of Anthropology
Memorial University of Newfoundland
Sir Wilfred Grenfell College
Corner Brook, Newfoundland

Prisoners of conscience

The article by William Bryant in the May, 1980, *CAUT Bulletin*, defines a "prisoner of conscience" as "... a person who has been detained, arrested or imprisoned anywhere for their beliefs, colour, ethnic origin or religion, provided they have neither used nor advocated violence".

During direct U.S. military involvement in Indochina, thousands of U.S. war resisters were imprisoned by the U.S. government. Some of them, mostly deserters from U.S. military forces, are still in jail. Surely they fall under Bryant's definition of "prisoners of conscience". Could the Canadian Teachers Group of Amnesty International obtain and publicize information about some of these people?

Information about these and other political prisoners in the U.S. can be obtained from the National Alliance Against Racism and Political Repression, 27 Union Square West, Room 306, New York, N.Y. (10003).

Yours,
Michael Newton
Religious Studies
Memorial University of Newfoundland
Sir Wilfred Grenfell College
Corner Brook, Newfoundland

All bases touched

Your *Bulletin* is to be congratulated for the article on the social, economic and political implications of Canada's 1980 national election. (Jill Greenwell, "Will The New Grit Government Walk Softly, Carry A Big Stick, Or Go Back To Sleep?", April, 1980, pp. 3-8). All bases seem to be touched: Civil service employees, natural sciences and engineering, Quebec professors, TV/radio articles, writers, physicians, educational administrators, Canadian professors generally, chemists and biologists. There is a nod to those in the pipeline: The National Union of Students. Indeed, your periscope is up and moving in 360°!

Charles Kretschmar
Division of Social Sciences
University of New Brunswick

EMOFICO — UNB Part

I am writing on behalf of the AUNBT to congratulate you and your staff on the publication of the fine article "Varty Appointment Sparks Controversy" by Victor W. Sim, which was aptly illustrated by Tom McDonald, in the April 1980 *BULLETIN*.

Your readers may be interested to learn that in June 1980 the then Acting Dean of Graduate Studies and Research announced in the UNB Senate that Dr. I.W. Varty would be resigning as chairman of EMOFICO (Environmental Monitoring of Forest Insect Control Operations) in

August and would be leaving UNB to return to Environment Canada. It was also announced that the New Brunswick Government would be withdrawing EMOFICO from UNB soon and placing it in the New Brunswick Environment Department.

Before departing, however, EMOFICO produced a report in July 1980, dealing with the monitoring of recent chemical spraying operations. The report was "published under the imprimatur of the university", just as Dr. F.E. Webb had "assumed" it would. The report states that the EMOFICO agency failed to find much, if any, evidence that chemical biocides are hazardous to life, just as many people assumed it would.

Sincerely yours,
Jon Thompson
President, AUNBT

Perceptions differ on EMOFICO

I have read with interest the article in the April issue of the *Bulletin* in which Mr. Sim gives his version of the establishment at UNB of the chairmanship of the New Brunswick Committee for Environmental Monitoring of Forest Insect Control Operations (EMOFICO).

Mr. Sim's perception of the role of the Committee and the appropriateness of Dr. Varty's appointment at this University obviously differs from that of myself and other academic administrators at UNB, and from that of many faculty members. It remains our considered opinion that the University's involvement in this research program is appropriate and is an important service to the people of New Brunswick. It also continues to be our view that Dr. Varty is a competent, objective and internationally respected researcher whose two-year appointment as the chairman of the EMOFICO Committee was entirely justified.

The latest report of the EMOFICO Committee will be available for public distribution by the end of May. I enclose a copy of the Foreword to the Report and I ask you that you print it, together with this letter, in the next issue of the *Bulletin*. I invite any of your readers who are interested in judging for themselves the nature of the Committee's work to request copies of the Report.

Copies of the Report may be obtained, free of charge, by writing to: Chairman, EMOFICO, Faculty of Forestry, University of New Brunswick, P.O. Box 4400, Fredericton, New Brunswick E3B 5A3.

Yours sincerely,
R.J. Kavanagh
Acting Vice-President (Academic)
University of New Brunswick

Editor's Note: The following is the foreword to the EMOFICO report as requested.

Environmental Surveillance in New Brunswick, 1978-9
Effects of Spray Operations for Forest Protection Against Spruce Budworm

Annual report compiled by: I.W. Varty, University of New Brunswick for NB EMOFICO Committee (1980)

Foreword

Since the New Brunswick Committee for Environmental Monitoring of Forest Insect Control Operations (EMOFICO) was formed in

1976, three annual reports have been published. This volume represents the first compilation of reports since the office of its Chairman was established at the University of New Brunswick about a year and a half ago. The Foreword to this volume is an appropriate place to indicate more fully the nature of the Committee, its mode of operation, and the functions of its Chairman.

The EMOFICO Committee is a voluntary association of university and government researchers, and consultants, who share a common interest in studying the environmental impact of the forest spray program conducted annually in the Province of New Brunswick. The members consult from time to time with the government and spray agencies involved in the spray program for the exchange of technical information. The Committee's meetings provide an opportunity for scientists to discuss problems and advances in the techniques of monitoring and evaluating the effects of the sprayed insecticides, and for the spray agencies to provide information to researchers on the locations and spray regimes being used. The researchers involved function independently, and are not responsible to the Committee. They negotiate their own contracts and grants and report their findings primarily to the various funding agencies supporting the research. Membership on the Committee is open to any researcher whose interests fall within the terms of reference of the Committee.

It is important for interested citizens to realize that the terms of reference of the Committee specifically exclude responsibility for monitoring the effects of spray on humans and on the target organism (the spruce budworm), and that the Committee does not advise the government on spray policy. Its concerns are to scientifically elucidate the distribution of sprayed chemicals, and the effects of spray on the environment and wildlife.

The Chairman of the Committee serves primarily to provide coordination, and has two important functions. He is responsible for convening meetings of the Committee at appropriate times, and for producing annually a collection of summary reports highlighting the results of the previous year's spraying. This volume is based on written reports submitted by the researchers. The final version is approved by the individual researchers as accurately representing their work, and by an editorial board.

The research reported represents the disciplinary interests of the individual researchers and their supporting agencies, and the Chairman does not in any way direct the research being conducted by members of the Committee. When the University of New Brunswick undertook to provide a base of operations for the EMOFICO Committee, one of the major objectives was that the results of the research should receive the widest possible public dissemination. To that end, it has formed an Advisory Council to the Chairman of EMOFICO, which has representatives from the University, government and a public environmental group. This arrangement provides public access to the EMOFICO Chairman and to the operations of the EMOFICO Committee. The Chairman of the Advisory Council reports annually to the University Senate.

This report provides scientific background on some aspects of a controversial provincial policy. It is the University's wish that the report be widely distributed and readily available to all interested individuals.

M.A. Edwards
Acting Dean
School of Graduate Studies
and Research
University of New Brunswick

Canadian Teachers Group formed

At the recent Annual General Meeting of Amnesty International — Canadian Section (English-speaking, held May 30-June 1, 1980, in Sackville, N.B., a Canadian Teachers Group was formed.

One of the levels at which this group will operate is the post-secondary level, which includes university teachers.

One of the first and major purposes of the group is to inform university teachers of the work of Amnesty International generally and to encourage them to participate by becoming members and participating in letter-writing on behalf of prisoners of conscience around the world who fall within A.I.'s mandate.

A general information package is offered to facilitate membership, which contains further details about the group. Contributions are tax deductible and donations received from members of the group or interested persons will go to fund the operations of the CTG.

Amnesty already has centres in a number of universities across the country. People are encouraged to contact them, and more information on campus organizations is available from the Ottawa office. Moreover, if there is not a centre in an interested person's area, the office can provide information on how to form such centres.

In conclusion, the major point is that prisoners of conscience are people who need the support of committed people to work on their behalf if only to preserve those freedoms for which universities, for example, be noted.

To this purpose, interested persons are encouraged to write for more information to:

Amnesty International Canada
c/o Accts. & Grp. Affairs Secretary
2101 Algonquin Ave., P.O. Box 6033,
Stn. J.
OTTAWA, ONT.
K2A 1T1

William Bryant
Amnesty International

Carleton Library Series continues

Your May issue carries a letter from Gary Geddes of Concordia University ("Literary publishing in danger") outlining the difficult situation confronting "serious literary publishing in Canada". I agree with Mr. Geddes about that situation; it extends, in fact, to all forms of academic publishing in this country. But I wish to correct one statement in his letter.

He writes that "Macmillan has discontinued the Carleton Library." The Carleton Library Series will continue publication through Macmillan (or Gage-Macmillan) until the spring of 1981. By that time 125 titles will have been published in the Series since its inception, in the fields of Canadian history, law, economics, politics, geography, sociology, anthropology and journalism. It is no secret in the industry that Macmillan's and the Carleton Library have mutually agreed to part company, for reasons that cast much doubt on the capacity of trade publishers to publish works of academic quality, at least under present conditions.

The Carleton Library Series has made a major contribution to the development of Canadian social science over the past two decades. I wish to assure your readers that my university fully recognizes its significance, and though arrangements for its future publication are still under consideration, the Carleton Library Series will continue.

Yours sincerely,
S.F. Wise,
General Editor,
Carleton Library Series,
Carleton University.

In Memoriam

Prof. David Alexander died July 25 of cancer at age 41. Prof. Alexander was with the History Department at Memorial University of Newfoundland from 1968 and a member of the CAUT Academic Freedom and Tenure Committee from 1973 to 1977. He will be remembered by colleagues, students and friends as a scholar and a gentleman.

First stage of censure imposed on Technical University of Nova Scotia

It is a principle of fundamental importance in the CAUT Policy Statement on Academic Appointments and Tenure that the appointment of a faculty member having tenure should be terminated only upon demonstration of adequate cause before a fairly constituted board of arbitration. This principle is now recognized by virtually all Canadian universities. It is so well established that the Canadian Association of University Teachers must take an extremely serious view when a university administration does not accept it.

The following motion of censure was passed at the annual CAUT Council meeting in May.

WHEREAS it is well-established practice in the Canadian academic community that a tenured appointment will not be terminated except for cause as established before an independent board of arbitration;

AND WHEREAS Professor John Goodfellow held a tenured appointment at Nova Scotia Technical College;

AND WHEREAS The President and Board of Governors of Nova Scotia Technical College dismissed Professor Goodfellow from the College without specifying the reasons for doing so;

AND WHEREAS the dismissal procedures in the college do not conform to those which have now been adopted in most degree-granting institutions or to the CAUT guidelines concerning dismissal for cause;

AND WHEREAS the College administration has repeatedly declined to reinstate Professor Goodfellow pending agreement on the application of appropriate procedures to determine whether Professor Goodfellow should be dismissed;

AND WHEREAS the President and Board of Governors have refused repeated requests to submit the dispute to binding arbitration;

BE IT RESOLVED that the Board recommend to Council that the first stage of censure be imposed on the President and Board of Governors of Nova Scotia Technical College.

The action of the President and Board of Governors of Technical University of Nova Scotia, formerly Nova Scotia Technical College, in arbitrarily dismissing Professor John Goodfellow from his tenured position justifies the most severe sanction which the association can impose. No reasons were given for the action and the dismissal took effect immediately.

Professor Goodfellow was appointed in the Department of Applied Mathematics of the College in 1970 and was granted tenure in 1975. He first experienced difficulty in 1976-77 when he was denied promotion to Associate Professor. The academic status procedures at Nova Scotia Tech are minimal and he was not able to determine why the promotion had been denied.

In November, 1978 Professor Goodfellow was advised by letter from the President of the College, Mr. Clair Callaghan, that he was being denied a normal performance/merit increment. He was told that he had not met the "... expectations of the College for a person holding an appointment as a full-time Assistant Professor". Specifically he was told that his absences from the College during the summer for periods longer than the vacation entitlement, his

tardiness in submitting grades by established dates, and his inadequate publication record were the basis for the decision to withhold an increment. The President also indicated that if Professor Goodfellow did not meet the College expectations with respect to the above matters he would have to consider a recommendation to the Board of Governors that Goodfellow's appointment be terminated.

Professor Goodfellow sought the assistance of the Faculty Association. Professor V. Aatre, then President of the Association, appointed an ad hoc grievance committee to investigate the matter. The committee concluded that the President's letter to Goodfellow was unwarranted. It found that the allegation about late submission of grades was not supported by the facts, that the faculty regulations explicitly state that faculty members are required only to be on campus during the "academic period" from September 1 to May 15 and, finally, that the faculty regulations explicitly place a low priority on research and publication "... and do not state or imply that every faculty member is expected or required to engage in such activities". The ad hoc committee made it clear that it was taking no position on the quality of Professor Goodfellow's academic performance but was protesting the grounds on which the President was threatening to dismiss him.

Subsequent correspondence between Professor Aatre and the Chairman of the Board of Governors, Mr. George MacDonald, proved unsatisfactory. The Chairman indicated his opinion that faculty appointments required presence on campus for twelve months less vacation entitlement and that research and publication were expected of all faculty members.

The views of the President of the College and the Chairman of the Board appear to express unilateral changes in the faculty regulations promulgated by the Board itself in 1968. These changes were neither discussed in advance with the faculty nor announced to the faculty.

Since its inception in 1907, the primary function of the College has been that of undergraduate and postgraduate degree granting institution for engineers and architects. It was, and is, generally understood by the faculty that research and publication, while not discouraged, have a relatively low priority and that the summer period may be used for outside consulting work and for general professional improvement on or off the campus.

In July, 1979 President Callaghan asked Professor Goodfellow for a written reply to his letter of the previous November in which the criticisms of Professor Goodfellow had been expressed. Professor Goodfellow reported to the President on July 20 outlining his understanding of the expectations on the faculty performance contained in the faculty regulations and reporting on his activities since the previous autumn.

Subsequently the President provided Professor Goodfellow with a copy of a letter which he had solicited from the Acting Head of Goodfellow's department. This letter was critical of Goodfellow's academic and collegial performance and Goodfellow commented on it in detail to the President. It was, presumably, the Acting Head's comments which formed the basis for the President's subsequent recommendation to dismiss.

In August, 1979, Professor Aatre alerted CAUT to the likelihood that Professor Goodfellow would be dismissed. On September 10 the President advised Professor Goodfellow that he had recommended to the personnel committee of the Board of Governors that Goodfellow be dismissed. The President explained only that Goodfellow had not met the conditions specified in the letter of the previous November.

Dismissal procedures at Nova Scotia Tech are virtually non-existent. The document covering terms and conditions of appointment for faculty is significantly titled "Regulations made by the Board of Governors of the Nova Scotia Technical College, effective 1st November, 1968". Section 17, headed Dismissal, states merely that:

"The Board may discharge a member of the staff. This power is exercised for conduct which is seriously prejudicial to the best interest of the College such as conviction for a criminal offence or misdemeanour, neglect of duty, inefficiency or incompetence. A case of dismissal shall be brought before the Executive Committee of the Board and the

staff member concerned shall be given every opportunity to present his case to this Committee."

Since it is not required that the President give reasons for his recommendation the faculty member has, at best, an incomplete understanding of the case which he has to meet. He obviously can provide no very powerful defence.

On September 24, Professor Aatre, in a letter to the President, asked that the case of Professor Goodfellow be submitted to binding arbitration according to CAUT procedures to determine whether adequate cause existed for the dismissal. Copies of the letter were sent as well to the Chairman of the Board of Governors.

On September 27, the personnel committee of the Board turned the President's recommendation over to the executive committee.

On October 5, Professor Aatre expressed concern to the Chairman of the Board that the President had indicated that he was not going to recommend binding arbitration in the Goodfellow case. Professor Aatre advised the Chairman that it would be necessary to refer the case to CAUT if agreement on arbitration could not be reached.

On October 9, Dr. D. C. Savage wrote to the Chairman of the Board urging that the case be submitted to arbitration and explaining the reasons for the CAUT position. The letter was acknowledged on October 15.

On October 17, Professor Goodfellow was invited "... to present his case ..." before a meeting of the executive committee of the Board scheduled for October 24. On the following day Professor Aatre informed the secretary of the executive committee that

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Canadian Association of University Teachers

Censured Administrations

The following university administrations are under CAUT censure:

Board of Governors

UNIVERSITY OF CALGARY (1979)

The third stage of censure was placed on the University in May, 1980.

President and Board of Regents

MEMORIAL UNIVERSITY OF NEWFOUNDLAND (1979)

The third stage of censure was placed on the University in May, 1980.

TECHNICAL UNIVERSITY OF NOVA SCOTIA (1980)

(formerly Nova Scotia Technical College)

The first stage of censure was placed on the University in May, 1980.

- Note:**
- Under the first stage of censure faculty members are advised to inform themselves fully of the procedures which exist for the protection of academic freedom before accepting an appointment at the censured university. The censure is advertised regularly in the CAUT Bulletin.
 - Under the second stage of censure faculty members are advised to inform themselves fully of the procedures which exist for the protection of academic freedom before accepting an appointment at the censured university. The censure is advertised more widely in Canadian and foreign faculty association and other publications.
 - Under the third stage of censure the CAUT Council recommends that members of faculty associations not accept appointments at the censured university.
 - Because the CAUT does not recommend that faculty members decline appointments when a university is under the first or second stage of censure the CAUT Bulletin continues to carry advertisements for positions vacant at censured universities. Such advertisements are not carried in the Bulletin for universities under the third stage of censure.

Information about the events which led to censures may be obtained from:

The Executive Secretary
Canadian Association of University Teachers
75 Albert Street, Suite 1001
Ottawa, Ontario
K1P 5E7

NATIONAL NOTES

by Jill Greenwell (Relations with Government Officer)

The ever-elusive Minister

Part-time Science Minister, John Roberts, is having difficulty finding the time these days to spend an hour to discuss research matters with the Consortium of National Scientific and Educational Societies. The Minister, who is also responsible for Environment Canada, has had to cancel meetings with the Consortium on four occasions because of other pressing duties since he was appointed on March 5. The most recent cancellation was due to Mr. Roberts' activities in connection with constitutional renegotiations. It is hoped that a meeting with the Minister will be held after the first ministers conference in early September.

New clearinghouse proposed

Parliament will be considering a bill to establish a Labour Information Bureau when it reconvenes in October. The Bureau, to be managed by representatives of labour, business and government, will act as a central clearinghouse to which employers and unions will be required to supply certain information and from which they will be able to draw statistical and other data relating to labour contracts, wage rates, terms of employment, classifications, etc. In addition to maintaining liaison with federal, provincial and private agencies which collect and produce labour-related data, the Bureau will, among other activities, also assess federal economic and compensation data collection and dissemination programmes, and publish a periodic newsletter as well as reports on topics of particular interest to those involved in collective bargaining. It will not, however, produce its own data. Pending Parliamentary approval, the Bureau is functioning and has a limited capacity to respond to requests for data.

Greater CAUT/NRC collaboration

The new President of the National Research Council, Dr. Larkin Kerwin, meeting with representatives of the CAUT and the Canadian Federation of Biological Societies (members of the research lobby known as the Consortium of National Scientific and Educational Societies) agreed to greater consultation between the two organizations to promote R & D in Canada. He pointed out that it was essential to ensure that this country's R & D efforts move forward on all fronts if we are to make genuine progress, with industry contributing a far greater proportion than it currently does. He hopes to improve the NRC's public relations activities, and its capacity for economic analysis in relation to research and development. He also wants to encourage the Council to play a more active role in assisting in the innovative process through, among other mechanisms, increased collaboration with provincial research councils. He has advanced the process for the adoption of the NRC Five Year Plan and hopes that it will be ready this fall.

It was agreed that the NRC and the Consortium would meet regularly and that the NRC would have observer status at the monthly consortium meetings. Issues raised at the initial meeting included the NRC publication of scientific journals of the learned societies, and the Tariff Board's recommendations concerning changes to Tariff Item 69605-1 under which universities and the NRC, among other, currently import a wide variety of goods duty-free.

Maritime student aid study published

The Maritime Provinces Higher Education Commission's *Student Aid for the Eighties: Report of the Study of Financial Aid to Maritime Students* was recently released. The report recommends increasing the maximum assistance available for those eligible to approximately \$3,700 per academic year for single students and \$5,600 for married students. Although assistance would continue through a system of loans and bursaries, the report recommends a loan remission programme for all the provinces to assist students who have high debt loads upon completing their studies.

A spokesman for the National Union of Students, commenting on the report, noted that while they were pleased with a number of recommendations, including the eligibility of part-time students and more effective advertising on the availability of financial aid, they were nevertheless concerned about the loan remission proposal and its ramifications on the accessibility to post-secondary education for those from low-income families.

Although some minor modifications may be implemented by this fall, no major changes will probably be made until the report of the Federal-Provincial Task Force on Student Assistance has been published.

National Symposium on Federal-Provincial Relations in Education

Simon Fraser University is sponsoring a National Symposium on Federal-Provincial Relations in Education, to be held at the Bayshore Inn, Vancouver, February 11-13, 1981. The symposium is intended for senior officials within all three levels of government, university researchers, senior educational administrators, members of boards responsible for educational policies and those interested in the substantive and policy questions concerning the federal government's involvement in education. Papers and discussion sessions will examine topics such as:

- Actual and potential federal government involvement in education.
- The role of the Secretary of State, the Canada Council of Ministers of Education, and other such agencies.
- Education as an instrument in achieving national goals.
- Relationships among manpower development, productivity, research and education.
- The development of national education leave.
- Education in a New Canadian Constitution.

Topics for other papers and discussion sessions are invited for consideration. For further information contact: The Conference Office, Continuing Studies, Simon Fraser University, Burnaby, B.C. Tel. (604) 291-3792.

The emerging superpower

World technological leadership is shifting rapidly from the United States to Japan claims Zavis Zeman of the Institute for Research on Public Policy. Thirty-six of every 10,000 people in Japan now work in research and development — about 50 per cent more than in the United States — and instead of imitating technological change, the Japanese are now initiating it. Japan's strategy is to triple government investment in R & D to over 4 per cent of GNP by 1985. (Canada's R & D objective is to reach 1.5 per cent of GNP from all sectors by 1985 — including government investment).

SIN studied

The special social insurance number study by Canada's Privacy Commissioner, Inger Hansen, has now been expanded to include those federal institutions to which Part IV of the Canadian Human Rights Act applies. The study, launched by the Conservative government in February 1980, was to examine the use of the number by corporations, organizations, and other bodies within the federally-regulated private sector; institutions within the public sector not covered by Part IV; and provincial and municipal governments. The study was to investigate the implications of the use of SIN on the privacy of individuals. It is expected that the Commissioner's report will be submitted to the Minister of Justice by November 1, 1980. The Academic Freedom and Tenure Committee will, at its meeting in September, consider whether the CAUT should present a brief to the Commissioner.

Manpower initiatives launched

Faced with critical shortages of skilled manpower during the next decade the federal government recently established a Parliamentary Task Force on Employment Opportunities to develop a comprehensive employment strategy for the 1980s. Headed by Warren Allmand, the Task Force will seek the views of industry, labour and educational specialists, amongst others, in its attempt to identify future skilled labour requirements. Its work is expected to be completed by the end of the year. The CAUT will appear before the Task Force during the fall.

Responding to the more immediate employment problems faced by many Canadians, the government has also announced, among various measures, the establishment of a new Technology Employment Programme which is hoped will stimulate the development and application of new technology by providing wage subsidies to firms and research institutes which hire recent post-secondary graduates who are unemployed or underemployed.

Educational leave proposals gaining acceptance

The report of the Adams Commission on Educational Leave and Productivity has not yet sunk into quiet oblivion as some government-commissioned studies frequently do in Ottawa. A special inter-departmental Committee, with representation from departments such as Secretary of State and Employment and Immigration, has been set up to study the far-reaching ramifications of the report's recommendations — particularly as many of them affect areas outside Labour Canada's jurisdiction. The Council of Ministers is also considering the report.

It is reported that some of the report's more revolutionary notions, such as the special levy for the funding of educational leave, are now gaining wider acceptance by provincial governments because of Canada's looming skilled-manpower shortages.

SSHRC to help small, isolated universities

The Social Sciences and Humanities Research Council is developing a new set of programmes to meet the specific needs of small and isolated universities.

The specific possibilities the Council is examining are:

- The Research Visits Programme would enable scholars at Canadian universities to visit other universities in Canada where their research can be more effectively pursued. This programme would be directed to all universities, large and small, isolated or not.
- General Research Grants to small, isolated

universities would be increased to allow faculty additional funds for research.

- A programme of Visits of Experienced Canadian Researchers would be set up to enable experienced researchers to spend a given period (possibly up to six months) at a small isolated university. The purpose would be to assist researchers in that university to enhance their research skills in their disciplines, to aid the development of research within departments and to allow students access to the knowledge and research experience of the visiting scholar.

\$500,000 grant for family medicine program

A three-year supplemental grant of \$509,475 has been made by the W.K. Kellogg Foundation to the University of Western Ontario to continue the development of its graduate studies program in Family Medicine.

The program was initiated four years ago by the university through a Kellogg Foundation grant.

According to Dr. Ian McWhinney, Chairman of the Department of Family Medicine at the University of Western Ontario, about half of Canada's doctors are family practitioners, numbering some 15,000. The university was one of the first medical schools to prepare residents for family practice and is the only degree program in Canada for teachers of family medicine.

Kung abandons court fight, accepts compromise

by John Tagliabue

Hans Kung, the controversial theologian whose right to teach was revoked by the Catholic Church last December, has agreed to a compromise that will enable him to remain on the faculty at the University of Tübingen.

Under the plan, Father Kung's chair of theology and the Institute for Ecumenical Studies, which he directs, would be removed from Tübingen's department of Catholic theology and placed under the authority of the university's academic senate.

In addition, Father Kung has agreed to give up the right to conduct credit courses for seminarians and to grade final examinations.

Disagreed with Church doctrine

The Catholic Church, under pre-World War II agreements with the German government, has authority over the Catholic theology departments at state-operated universities. The church revoked Father Kung's right to teach last December on the grounds that his views on such central questions as the divinity of Christ and the infallibility of the Pope were not in keeping with church doctrine.

While the compromise will enable the Swiss-born theologian to remain at Tübingen, it indicates that Father Kung has had to abandon his efforts to retain his position through the courts.

In a statement issued this month, he said he had been forced to accept the compromise — worked out in three months of negotiations by the theologian, the department, the university, and state and church officials — because of the hard line taken by German bishops and the lack of support for his position from departmental colleagues.

He added that the direct intervention by Rome in his case had jeopardized the con-

stitutional guarantees of "the freedom of research and teaching at Catholic theology departments."

In a separate statement defending the compromise, Helmut Engler, minister of science for the state of Baden-Württemberg, cited a study of the legal implications of the case by Ulrich Scheuner, a former law professor at Bonn University.

In his report, Mr. Scheuner argued that, because of the pre-war agreements between the Vatican and Baden-Württemberg, the state had a legal obligation to remove Father Kung from the department.

A 'temporary solution'

Adolf Theis, president of Tübingen, said the compromise represented a "temporary solution", since the university historically had not maintained centrally administered institutes such as Father Kung's. Mr. Theis said the university still hoped for an agreement between Father Kung and church authorities that would enable the theologian to resume full faculty responsibilities.

While Father Kung will not be able to conduct credit courses or grade examinations, the agreement permits him to remain on committees that oversee doctoral work and hiring policies.

The agreement takes effect in the current spring semester. Father Kung has announced that he will immediately apply for a sabbatical leave of one year, during which he would be replaced by his assistant at the institute, Hermann Härig.

He said he would give occasional lectures at Tübingen and make speaking tours in France and the United States.

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CIA bill would not bar use of scholars as spies

The Senate Select Committee on Intelligence has given up trying to pass a comprehensive charter for the Central Intelligence Agency this year.

In approving a bare-bones version of the C.I.A.-reform bill, the committee let stand, at least temporarily, scholars' rights to obtain documents from the agency under the Freedom of Information Act, as well as the C.I.A.'s policy that it is free to use scholars and journalists as spies or informers in the agency's covert operations.

As approved by the Senate panel, S2284 simply spells out the kind of information that the C.I.A. must provide to Congress on undercover operations and the proper channels for providing it.

Although Senate leaders warned that any amendments to the basic bill would endanger its passage, Sen. Daniel P. Moynihan, Democrat of New York, continued to insist that he would introduce an amendment on the Senate floor banning the

secret use of academics, journalists, and clergymen as spies or informers for U.S. intelligence agencies.

Before the committee's action, Sen. John H. Chafee, Republican of Rhode Island, won commitments from many committee members to oppose the Moynihan amendment on the floor. Senator Chafee said if they did not oppose the amendment, he would offer his own amendment setting stiff penalties for people who disclose the identity of intelligence agents or sources.

Similar C.I.A. measures are now pending before the House intelligence committee. Action on those bills, however, is expected to be delayed until the Senate finishes work on its bill.

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NOTES FROM WASHINGTON

by Clive Cookson

Britain's Open University is widely perceived abroad — and particularly in America — as one of the country's few major success stories of the 1970s, and for several years a number of Americans have dreamed of establishing an Open University in the United States. Over the past few months interest in the idea has been bubbling more strongly, and there have been several developments which may bring it closer to reality.

Perhaps the most important is a proposal by Walter Annenberg, the publishing multimillionaire, to give the Corporation for Public Broadcasting \$10 million a year over the next 15 years to set up a "national university of the air". Annenberg, a former US ambassador to Britain, first approached the CPB early last year, but a public announcement was held up until this summer because the Internal Revenue Service had not approved the gift for tax purposes.

Now the IRS has ruled favourably, and the CPB and the Annenberg School of Communications (the educational foundation through which the ex-ambassador is making his donation) have set up a joint task force to decide exactly how to spend the \$150 million gift. Its chairman is William McGill, who has just retired as president of Columbia University, and other powerful members include: Robben Fleming, CPB president and former president of the University of Michigan; Maurice Mitchell, chairman of the board of directors of National Public Radio and former chancellor of the University of Denver; and Newton Minnow, former chairman of the board of directors of the Public Broadcasting Service.

At the time of writing, neither Annenberg's spokesmen nor the CPB has revealed much about their plans, and it seems that is because they are still genuinely uncertain. However one critical aspect of Annenberg's thinking is known: he wants the National University of the Air to serve primarily the traditional college age group (18 - 21), not adults.

That idea goes right against the conventional thinking of most open university advocates in the United States, and, of course it would set the American institution apart from Britain's Open University, which only admits adult students. But Annenberg (whose main money-spinner has been TV Guide) is apparently convinced that there are tens of thousands of high school graduates who "cannot afford" conventional on-campus education but would be well served by a new institution that reached them at home by means of modern electronic technology — including videodisks as well as radio and television.

Two separate consortia of American universities have already developed plans for a nationwide open university, independently of one another and independently of Annenberg. One, the National University Consortium, will in fact launch the United States' first coast-to-coast distance learning system this autumn, with the help of a \$400,000 grant from the Carnegie Corporation. But it will just be on a pilot scale, with only three courses offered per semester.

During the first year, students will enroll at one of the seven member colleges and universities (30 institutions applied to take part) which will provide them with study packages and telephone tutors. The television component will be transmitted by satellite from the consortium headquarters in Maryland and broadcast by 11 local public TV stations.

In its early stages the National University Consortium will rely heavily on materials bought from the British Open University. But if the number of students and participating institutions grows in accordance with the (optimistic) consortium plan, "it is expected that within a few years the fees generated by the participants within the consortium would become sufficient to make the project self-sustaining on an operational basis, and that, in time, would develop sufficient surplus to underwrite the cost of developing new courses with a more American orientation than those available solely through British sources."

The other consortium with ambitions to set up an "Open University of America" is a group of 11 state universities in the Mid-West, called the University of Mid-America, which has operated as a sort of regional open university since 1974. On the basis of a feasibility study, the board of trustees of the University of Mid-America recently gave the consortium's energetic and ambitious president, Donald McNeil, the go-ahead to draw up plans and raise funds for an Open University of America.

One reason why the trustees are keen on the idea is that they think an open university would attract additional students for conventional institutions. "There is a widespread conviction that an Open University of America would not compete with existing institutions for students, but would instead increase the number of active participants in higher education," the feasibility study said. "The experience of several nontraditional institutions bears this out. A very high percentage of students in nontraditional programmes go on to enroll at another more traditional institution."

Finance has always been the main obstacle to the establishment of a large-scale open university in the United States, and both the National University Consortium and the University of Mid-America have their eyes on the Annenberg gift as a potential source of start-up funds. (Of course \$10 million a year would not be nearly enough to finance such an institution when fully operational.) However it remains to be seen whether Annenberg and his associates will allow the Corporation for Public Broadcasting to give money to two ventures that would be aimed firmly at mid-career adults, when he is anxious for his gift to be used to educate young people.

Jim Olson, president of the University of Missouri and chairman of the board of trustees of the University of Mid-America, is convinced that an open university in the United States could not rely on tuition fees as a primary source of income, because it could not attract enough students if it charged more than the average state college (where tuition is roughly comparable to a Canadian university). That would not be enough per student to meet the production and delivery costs of a distance learning system (one typical course worth 18 semester hours credit in American terms costs the British Open University \$1 million to produce).

Nor can the federal or state governments be expected to provide much of the operating expenses, under the American political system. Therefore Olson believes industrial corporations would be the key to the financial health of an open university in the United States. Companies could be persuaded to provide philanthropic support through donations, and, much more importantly, they would buy its courses and programs on a large scale, to present to their employees. Many people expect industry to go into education in a big way during the 1980s, and the proposed open university could be just the service they need.

Are scholars putting careers
before classes?

Teaching for love or money in the '80's

by Allan Bishop

University tenure documents enshrine the view that an academic's duty is to teach well, conduct serious research, and participate in committee-work. Behind this formula lies a noble professional ideal. I want to argue that it has been persistently undermined; so that, as we enter the '80's, our universities are threatened more from within than without.

I have just resigned from my faculty association, disturbed into protest by its obsession with our salaries. Surely it is irresponsible for our representatives to allow themselves to be sucked into a cosy relationship, based on a degree of financial consultation, with a university administration? In my view, a constituency has been betrayed for a mess of dollars, and the university as a whole must suffer. For how can we hope that a clear, critical contribution to academic debate will come from 'within the administration's pocket'? Perhaps even more disastrous is the unionization of other faculty associations into attitudes of frozen hostility. Demands for bigger increases or a beggar's bowl? But what they have in common is a damaging obsession with money.

This obsession has noticeably undermined faculty morale. Of course our salaries are dwindling, in purchasing power; and we do suffer financially in comparison with some other workers. But our entire North American society — an absurdly rich and pampered one in world terms, let us remember — must accept a reduction in its worldly expectations. Academics should accept this willingly, realistically, creatively, with dignity. Persistent griping, deservedly exposes us to contempt and loses us the opportunity to set an example. It also foments among scholars a general discontent with our lot and encourages the careerism that has already done such extensive damage to our profession.

Have we no privileges? Chaucer's Clerk of Oxenford, our true and noble ancestor, was "nought right fat", for he had "but litel gold in cofre"; but he held firmly to the pride of his profession: "gladly wolde he lerne, and gladly teche". To deny the joy of our vocation is surely the greatest academic sin — and how then can we fulfill our scholarly potential?

The recent controversy over the relationship between teaching and research invigorates an old, a necessary, a creative tension in our vocation. We should all welcome it, and learn from it.

Undeniably, there has been great confusion in universities about teaching and research. Some six years ago it was proposed at my university that we should not opt for being considered as primarily "teachers" or "researchers" in any particular year; if I remember correctly, this scheme was intended to facilitate "fairer" assessment of our performance. Seriously concerned, I wrote to my Dean to protest against the implied principle that "an academic may legitimately specialise" when "all academics are committed to both

teaching and scholarship"; I received neither reply nor acknowledgement.

The administrative juggling has continued. In the present state of financial starvation, our administrators (understandably, but regrettably) see research-dollars as a glittering prize. So academics are under pressure to become big-time dollar-earning researchers. There are no simple Satans to blame; but the effects, as we can already begin to discern, will be disastrous. Consider one minor example: a "researcher" is released from two-thirds of his normal teaching duties — in a department already struggling to man its courses and to control the slide to ever-larger classes.

Extremely careful and informed consideration — which must be based on meticulous criticism and consultation — is essential if we are not to destroy, quite wantonly, much that our predecessors have achieved.

Our administrations tell us that the art of teaching has never received more attention and encouragement (i.e., never had more dollars been spent on it); and that it has never been better. Wiping away for the moment the image of overcrowded classrooms — yes, we now have excellent instructional development centres. Having recently made an educational videotape, in collaboration with three colleagues, I have nothing but praise for my university's instructional development centre, and its audio-visual department. But there are perils here: bureaucracy; hardware whose costly existence must be justified; artificial projects to satisfy administrative ambitions; purveyance of trendy, flashy modes of "instruction".

Similarly, the current proliferation of teaching awards is a very mixed blessing. Dr. George Grant has said, magnificently, that teaching is an erotic art. We risk turning it into a careerist's tool. Are the scholars of Ontario to claw each other for Teaching Oscars? Won't a vast awards system debase and neglect truly meritorious teaching? Don't awards tend to honour glitter as much as gold?

Criticism, continuous criticism, is necessary. And if criticism is completely at home anywhere, surely it is completely at home in our universities? Sadly, no. Like government, like big businesses, universities have become elephantine bureaucracies. And bureaucrats tend to loathe and fear criticism as interference with their well-oiled machinery.

My opinion of academic administrators, as a class, is low indeed. We have not had from them, over the past decade, constructive and decisive leadership; generally, they have seemed unimaginative, confused, fearful, and deeply resentful of criticism. This must be changed. Academics should insist on better administrative performance and on their absolute right to criticize.

But there will still remain the most entrenched, most insidious, least discussed of all university maladies: careerism, with its dreary brood of unremitting (if usually well-disguised) selfishness and vicious competitiveness. Any administrative stress on research, as against teaching, inevitably caters to careerism, since publication *qua* publication is the pre-eminent status-symbol of the academic profession. No

BARGAINING TALK NÉGOCIATIONS

by: Ronald C. Levesque, Associate Executive Secretary,
Collective Bargaining & Economic Benefits

Since the last Bargaining Talk Column there have been a number of developments across the country in collective bargaining.

- U.B.C. has finally ratified its Agreement on Conditions of Appointments. The new agreement maintains the jurisdiction of the Appeals Board despite Administration efforts to limit it. The Appeals Board can now make referral back in cases where there has been significant procedural error. The Administration is now prohibited from making appointments to a rank not covered by the Agreement. Moreover, the Administration can now make non-tenure track appointments only in limited and specific situations.

- Saint Mary's accepted a Conciliation Board with binding powers; the major dispute was in the salary area. The Board awarded scale increases of 6% for 1979-80 and 9% for 1980-81.

- St. Thomas signed its fifth Collective Agreement during June. The new Agreement calls for a 5% cost of living or scale adjustment. The new contract also prohibits the use of a programme redundancy as a reason for termination of a member's position.

- Brandon signed a two-year Agreement; the scale increase in the first year of the Agreement will be 6.5%.

- Manitoba settled its salary reopen during the Spring. The settlement calls for 6.5% on scale; the Faculty Association negotiated a catch-up "increment" ranging from \$100 to \$500 in order to start bringing Manitoba salaries up to the average for western universities of a similar size.

On June 1, CAUT introduced a new monthly publication, *Rights Reporter*. This new publication joins two other recent CAUT publications, *Facts and Figures* and *Table Talk*, in a CAUT effort to keep local and provincial associations up-to-date on collective bargaining news across the country. *Rights Reporter* will, in fact, replace the CAUT Arbitration Service. Since 1976, CAUT has attempted to provide local and provincial associations with the full texts of all arbitration awards affecting academic staff at Canadian universities. In the ensuing years, the numbers of arbitrations have increased dramatically; this increase in turn led to increased costs to copy and mail out the awards. Combined with the concern that the old service was too inflexible to meet current Association needs, these increasing costs led to the development of *Rights Reporter*.

Local associations, moreover, will find this process of reporting arbitration awards more prompt and timely as we have eliminated the lengthy process of reproducing multiple copies and in some cases of actually retyping the awards. The new service will still include brief summaries of university arbitration awards but will also now include detailed analyses of the most important ones. The new format, moreover, enables CAUT to report on arbitration awards from other employment contexts that appear to have importance to academic staff.

Three new Associations have joined the Defense Fund since the last column of Bargaining Talk appeared: New Brunswick, Laurentian and Lakehead universities.

Ontario recently added several new provisions to its Labour Relations Act. Most important to Faculty Associations in Ontario is the right of every union to have the "Rand Formula".

"(1) Except in the construction industry and subject to section 39, where a trade union that is the bargaining agent for employees in a bargaining unit so requests, there shall be included in the collective agreement between the trade union and the employer of the employees a provision requiring the employer to deduct from the wages of each employee in the unit affected by the collective agreement, whether or not the employee is a member of the union, the amount of the regular union dues and to remit the amount to the trade union, forthwith.

Although this provision does not apply to collective agreements that are in operation on June 17, 1980, it does apply to every agreement that is renewed or made after that date.

This provision should eliminate a great deal of wasted time in negotiations about who represents the "true" interests of faculty members — the Association or the administration. Ontario joins three other provinces, B.C., Manitoba and Quebec who have similar provisions in their labour codes.

The legislation also provides for an employee vote on the employer's last offer before or after the commencement of a strike or a lockout and the right of all employees, both members and non-members to participate in a strike vote or ratification vote.

doubt academic careerists will — like the layman — always be with us; in any field of human endeavour, a few will manipulate to preen in power and glory. But the rest of us have to find ways to control, and especially compensate for, their depredations.

And let us remind ourselves, continually, that our students inevitably suffer far more than we do from our sins and failures. Poor lecturing: who does it? Escalation of petty demands (into an inordinate number of tests and assignments) as individual professors compete with each other for the student's attention and effort — and all in the name of "high standards": can a dismal rat-race for grades be called education? Fragmented, do-it-yourself programmes, courses that lurch unpredictably in every

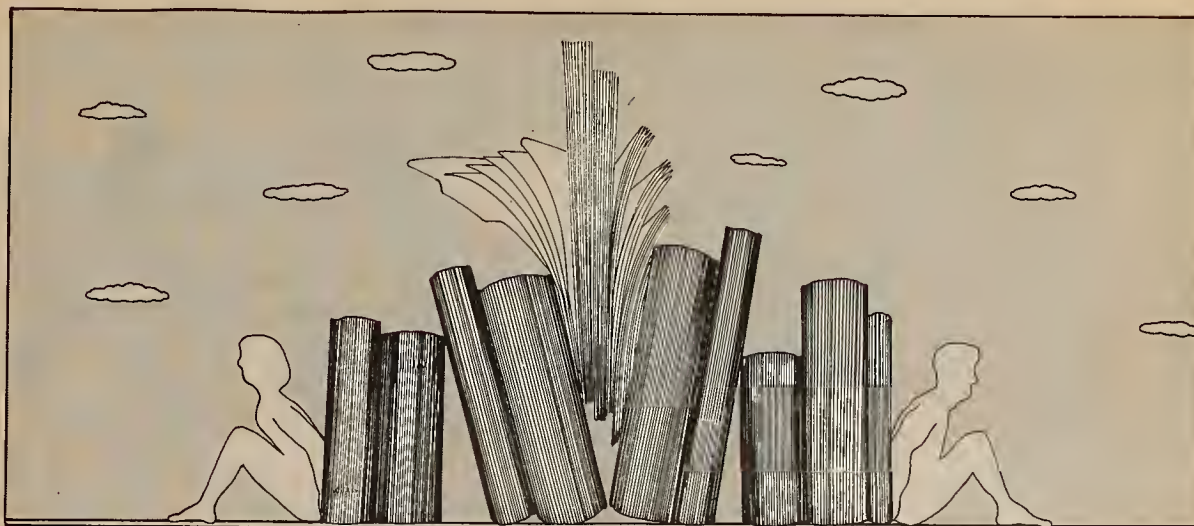
important quality according to who happens to teach them: is there no end to our selfishness?

Of course I've sketched a caricature; but caricatures can reveal the truth too. We all know that, in spite of the worst, the good and occasionally the best occur, and many scholars across Canada are transmitting to "yonge freshe folks" the supreme joy of learning — and so fulfilling the most precious mandate of our profession. One does not criticise without taking pride in what has been achieved, and is being achieved, by some of one's colleagues. The human spirit is not always easily caged.

We are told over and over again about the ill winds lashing our universities. Much

➡ p. 24

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Tom McDonald

In the past decade there has been much discussion about the role of academic librarians within the academic community. Unfortunately, the discussion has been preoccupied by issues of status and benefits and little notice has been taken of the policies formulated by librarians and adopted by academic libraries.

These policies, covering matters such as the length of loan periods and the selection of books and journals, all have an impact on the academic community, yet no attempt has been made to examine the extent of the impact or the manner in which they are integrated into the university's policy-making structures.

Academic libraries, like their universities, enter the new decade under considerable financial pressure. The problems of library finance read like a short catalogue of disasters. As inflation and government "austerity" reduce real income, expenses within libraries and universities are increasing faster than the rate of increase in provincial grants.

The Canadian dollar has weakened drastically over the last seven or eight years. While it is relatively stable against the U.S. dollar, it continues to decline against European currencies and local inflation in most European countries has increased the cost of publications significantly in those currencies.

Journal costs have risen so much faster than any other segment that library allocations have been distorted and monograph purchases have declined proportionately.

These factors external to the university impose such restraints on the purchasing power of the library that they effectively limit the support for programs to a level below adequacy. Internally, acquisitions funds are often viewed as uncommitted in comparison with fixed costs and are therefore subject to further pressures from such extraneous expenses as snow clearing and heating.

With declining real income, academic libraries can no longer (if they ever could) give realistic assurance that all aspects of the university's academic programs will be adequately supported. If all aspects of the academic program cannot be so supported, then policies will have to be made to decide which portions of the program will be supported and to what extent they will be funded. With the increased sophistication of information technology, questions will also

Putting policy in the stacks

Could a library council be the answer?

by Richard H. Ellis

arise about which mechanisms will be used to implement library support for these programs.

I submit that these decisions will effectively modify previously existing academic policy, and that the librarians who will be asked to make such decisions lack sufficient access to the university's policy generating and confirming mechanisms to accomplish their task.

At the heart of the university is its ability to set its own course and to pursue scholarship in the light of the collective wisdom of the individual scholars who comprise the senate or other academic governing body. No university is static. Each is constantly re-defining its goals and academic identity through the institution of new courses and programs, the support of various research efforts and the manipulation of its regulations to assure the academic competence of those it will admit to its degrees.

In the process of continuing to direct and define their role, universities have paid little attention to librarians and academic libraries as active participants in the process. The reason for this lack of attention seems to be an assumption that the library carries out policy made elsewhere and is not properly a party to the deliberations of university senates and similar bodies — an assumption which indicates an inadequate understanding of what the library actually does and the kinds of decisions that are made within it.

Within the library a number of activities are governed by policy statements. The activity which most clearly has academic impact is the selection of materials for the library's collections.

It might be argued that other policies — such as whether to allow undergraduates access to the interlibrary loan service, or in which format the library should acquire a

service such as *Chemical Abstracts* (print, microform or on-line) — have some academic impact as well, but collection development policies are the most obvious example of the set of policies which are investigated by librarians and which help to define the academic nature of our institution. Because of this, and because the relationship between collection development policies and published university policy appears clear, I will take them as an example to show that the relationship is in fact, not clear.

The necessary conclusion must be that the library does make and modify existing university policy, and I contend that it does so outside normal policy channels.

To those who assume that library policy is implied by general university policy, it might appear that librarians can derive collection development policy from the list of course offerings in the university calendar. This position is untenable for several reasons. Course descriptions are vague, e.g. "Special Topics in Canadian History". Furthermore, the statements of course offerings are not designed to be statements of research in progress, although some of the research is hopefully reflected in the course. Again, it is not unknown for calendars to continue to list courses that are no longer regularly offered and to continue to describe programs of study for which no students are currently being accepted.

But, even if a clear and current statement of the research and teaching endeavors of the university are given, it is still unlikely that any Canadian academic library could claim to support all programs adequately. There is simply not enough money. Thus, invariably, some sort of compromise is sought concerning an acceptable level of support for the more important programs. In my view, constructing a collection

development policy under these conditions is cause for concern because academic policy is being made or modified in a manner which is out of step with the way in which such policy is dealt with at most institutions.

Policies such as those on collection development are generally formulated within the library and are not ordinarily subject to senate debate, although there may be some nominal senate involvement. This procedure is equivalent to having a department determine what course it will offer without subsequent review by the senate. In contrast to the route taken through senate for decisions in non-library matters, the mechanisms used in Canadian universities to deal with policy originating in the library do not ordinarily subject such policy to the detailed discussion that typified other academic decisions.

As a rule, two mechanisms are used to incorporate policies concerning the library into the general university policy structure. The first mechanism in common use is a committee struck by the senate which is advisory to the university librarian. This is procedurally unusual since it is advisory to a third party rather than to the senate itself. Senate committees may be struck to study any number of matters relevant to the university, but with the exception of the library committees, they report their findings and recommendations to the senate for debate and adoption.

In most cases, the senate committee advisory to the university library actually acts as a surrogate for the senate in that it reports back to senate after policy has been approved but does not bring policy to the senate for substantive debate. This distinction effectively isolates the library from the main stream of university policy debate and may create a sense of managerial territoriality on one side opposed to mandated review on the other.

It certainly obscures the fact that the librarians play a role in determining the academic character of the individual institution.

When senate committees are so constituted, they do disservice to the institution in another way — they contain discussion rather than encourage it. In the forum of the senate they act as joint stewards with the university librarian and thus are in danger of adopting a closed-ranks attitude which would frustrate general discussion of important issues. Certainly if such committees come to be viewed by university librarians as bestowers of the "Good Housekeeping Seal of Approval" on their visions of the library, debate in all forums will suffer.

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The second mechanism is to make the university librarian an ex-officio member of senate. While it is appropriate for the university librarian to sit in senate and make informed contributions to the proceedings, particularly those concerning the library, unfortunately, little or no discussion of academic policy relating to the library takes place. Senate does have the option of calling the librarian on the carpet as if this particular individual were solely responsible for decisions which are made in a consultative manner within the library.

A librarian with survival instincts well-tuned will soon learn to wrap him/herself in the approval of the library committee. Whether this procedure produces informed discussion at any level, I leave to others to speculate on.

An improvement in both the discussion and the policies would result if academic policy originating in the library were brought within the general policy making structure of the university. To do this, I suggest three mechanisms.

First, the academic librarians should constitute a Library Council. The number of academic librarians at most universities is sufficiently small to allow all of them to sit on the Library Council. It should consider all policy matters relating to the library, both academic and non-academic. It should be specifically responsible for the initial formulation of academic policy originating in the library policies which would subsequently be considered by senate. To insure the widest possible discussion of library policy, faculty representatives should be seated on the council. If the university has a three-tier system of governance involving departments, faculty councils and a senate, I would suggest an exchange of representatives between other councils and the Library Council. If the university is organized in a two-tier system of departments and senate, delegates from groupings of departments might be appropriate. Voting delegates from all academic departments would be unwieldy and could effectively deny the librarians primary responsibility for formulation of policy in this area. A Library Council would also ensure that non-academic policies would be widely discussed.

Second, the senate's library committee would need to be restructured to function more like the other committees of senate. This committee would be responsible for reviewing proposed academic policy for consonance with existing policy and for recommending such policies to senate. Liaison between this committee and committees which recommend course and program changes would need to be established.

Third, provision should be made for the election of several members from the Library Council to the senate in a manner similar to that followed for the university's departments or faculties. The university

librarian would not sit as one of these members, but would continue the current practice of sitting as an ex-officio member.

The presence of librarians on senate would allow fuller participation of librarians in the academic governance of the university. For those institutions which constitute senate committees solely from senate membership or from those eligible for such membership, librarians would be enabled to sit on the whole range of senate committees.

I must admit that there is currently a great deal of justifiable criticism of academic senates. However, rarely is the criticism aimed at making the senate less representative or consultative in its functioning. If senates need reform, academic policy originating in the library should be equally subject to that reform. The mechanism for handling library-related policy at most Canadian universities today is neither representative nor consultative.

In suggesting a route through senate for some library policies, I have not tried to indicate which policies should be so handled. Some library policies, unlike collections development policy, could be said to have little or no impact on the academic life of the university.

I would suggest, therefore, that one of the important functions of the Library Councils should be to determine which library policies have sufficient academic impact to warrant senate consideration. They would do this on a continuing basis following suitable guidelines from senate. Various universities would distinguish differently according to their own needs and precedents.

By making the Library Council the first forum of discussion for all policies originating in the library, and by including representatives from faculty on it, the system I have proposed would broaden library policy discussion.

In the 1980's, it will be increasingly necessary to broaden discussion and to acknowledge that all academics — faculty and librarians alike — share the same aspirations. Broadening the discussion will also be advisable because librarians will be dealing with very divisive issues. Among these are the following:

- Attempts to stabilize internal costs so that more resources can be devoted to collection development or to information retrieval may accelerate the transition to non-traditional mechanisms such as computer-produced catalogues.
- Increasing costs for abstracting and indexing services will make computer-assisted access to information an attractive alternative to hard-copy subscriptions.
- Our present buildings will soon be too small to hold our collections. Unless new buildings are constructed, further

Athabasca University



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The Sciences area requires a Course Co-ordinator in the field of Resource Management.

Responsibilities: To participate as part of a team in the planning, production, and delivery of home-study courses in Resource Management including geology.

Qualifications: Ph.D. in Resource Management; post-secondary teaching experience; knowledge of geological and water resources an asset.

Salary range: \$23,184 to \$31,692. Excellent fringe benefits.

Proposed starting date: September 1, 1980, or as soon thereafter as possible.

Applications will be accepted until the position is filled. Send applications including a résumé, and names and telephone numbers of three references to:

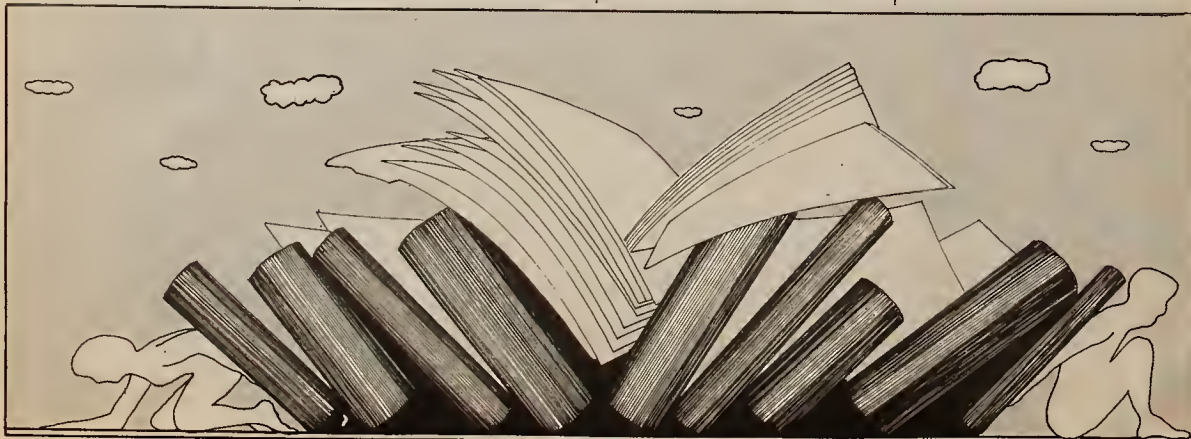
**Co-ordinator, Personnel Services
Athabasca University
12352 - 149 Street
Edmonton, Alberta T5V 1G9**

Athabasca University is an open university providing undergraduate programs for adults studying at a distance.

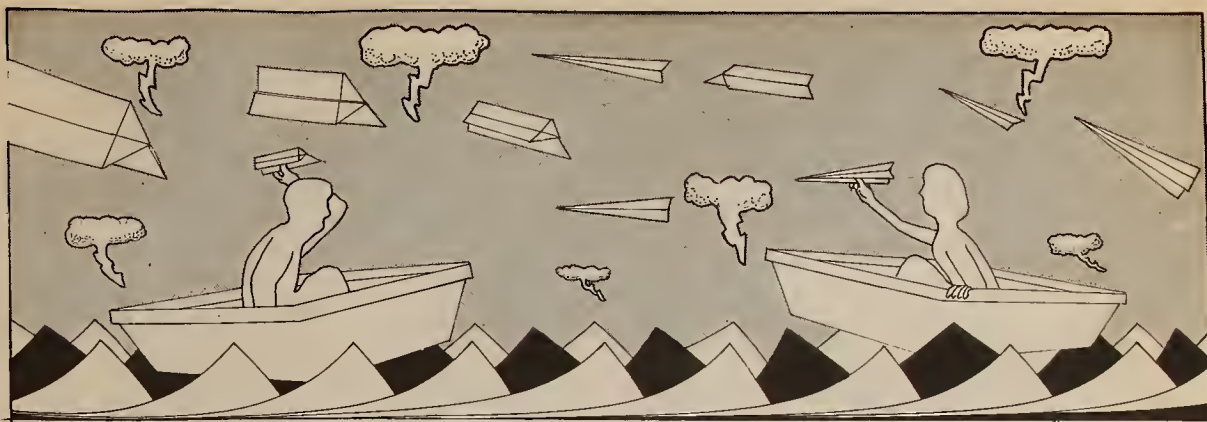
dispersal of the collections into departmental libraries or into central storage collections will likely result.

- Continuing shortages of funds for the acquisition of materials will increase the pressure to "rationalize" collections development activities both within provincial jurisdictions and nationally.

For all these issues, and for many others including loan periods and hours of service, both the library and the university would benefit from wider discussion of possible solutions. These matters will affect us all. As a librarian, I would warmly welcome other academics to the discussion.



Tom McDonald



Tom McDonald

There is a great war going on in each library at the moment, a war which is escalating every year — it is called serials vs. monographs. Serials have been winning of late but no matter who the winner between the two, all of us will lose.

University libraries across Canada are facing a crisis. Financial constraints and rising costs over the past five years have taken a large bite out of the library budget and are seriously affecting its ability to respond to the research needs of the university community. The efforts of librarians to pry loose a few more dollars here and cents there from university administrations to make their libraries more viable and responsive are meeting with little success.

I intend to pinpoint the problems facing the university library today. However, it should be emphasized that it is not just the library itself that will suffer as a result of these problems, but the faculty, students, and ultimately, the whole university.

All that follows then should be viewed by the reader as indicators of the decline of a vital source for his or her research.

Let us deal first with the effect of continuing to buy serials with the money we have, to the detriment of buying monographs, that is, individual books. Monographs have suffered in terms of purchasing because of a widespread feeling that we can always get an individual book later whereas if we cease buying a periodical title our set will become incomplete and later unobtainable. That is true but the same can be said for monographs.

The average book today goes out of print in three years. They are then sent to remainder houses and the library has to hunt from pillar to post to find a dealer who may have the book. Second hand dealers tend to charge much more for a book than the original purchase price partially because of rarity but also because of searching and special handling. Therefore, if a faculty member wishes to rush order a book which was published twenty years ago he might have to wait another twenty years before the book can be located.

There is a misapprehension amongst faculty that all one has to do is to write to an antiquarian book dealer to obtain an out-of-print book. These dealers, however, have been most reluctant to search for books because of costs. There are specialists but they are few and far between.

There are at least thirty to forty thousand titles published annually which should be purchased by any self-respecting research institution. The further you get away from this magic figure the more arbitrary the selection becomes (and remember that any one of the thirty to forty thousand that

In the Serials vs Monographs battle, we all lose

War of the words

By Vivienne Monty

haven't been bought and are now wanted may have gone out-of-print).

There have been, as a result, arbitrary choices made for selection. Buying necessarily becomes arbitrary when only 10% of what is needed is actually bought and rational decisions cannot be made under such circumstances.

Our university systems are not equipped to handle such internal conflict. If one buys all the serials needed for the sciences (and they can gobble up any amount these days) what is left for humanities monographs? There are several choices none of which is very satisfactory.

1. Coupons for purchases can be issued to each Faculty.

2. The Library can cease buying either any new serials or monographs.

3. The most popular method: letting everyone have a small bite out of the big carrot — this way no one starves but no one has enough to eat either.

Limited book budgets do not let the imagination stray too much because money problems have reduced mechanisms from the rational to the political.

Library selectors usually find their book funds exhausted or "red circled" well before the end of the fiscal year. Thus no further buying can take place until the next fiscal. Books of course, continue to be published and acquiring the left-overs remains until early in the new fiscal year making exhaustion of funds come sooner the next year.

The cumulative effect builds until the selector reaches a stage one year of having spent his funds before he begins. Woe to the faculty member who would like some books ordered.

Let our imagination be thought of as too limited, many faculty might say that the interlibrary loan has been forgotten as an option. It has not, but neither is it a true alternative. The staff costs involved in this procedure are enormous and they are getting higher all the time.

The book must first be searched at the

parent institution to make sure it is not held by the host library or one of its sub-libraries. Next a search must go out as to who has the item (occasionally this endeavour makes Sherlock Holmes seem incompetent) and once a location has been found — will they lend it? — for how long? — when can they send it? — etc. etc.

Many libraries are also passing on packaging and mailing costs as well. Often too, the item arrives in the mail damaged and the borrower institution is held responsible.

An even graver question which must be asked in relation to interlibrary loans as an alternative is how much of the budget is allocated to it. If it becomes too much then one might as well use that money to purchase books for one's own institution rather than waste money for searching and the like to have it for one borrower for only a few short days or weeks.

Last but not least we could increase purchases of microfilm and microfiche if our books are available in that format.

The horror story of declining monographs does not finish here and it will repeat later in another context.

Let us now turn to periodicals. Periodicals are a major source of information in most fields, they are more current than monographs, they can cover highly specialized and capsulized areas better and also act as a current awareness source with their book reviews, conference announcements and the like. And it is this source of library acquisitions that has eaten up most of our library book budgets.

The numbers of periodicals have greatly increased, as have their prices. Since most of them come from foreign sources, our poor exchange rate, coupled with the above, helps serials gobble up more than 50% of our book budgets. In a few years this figure will be up to over 80%, leaving monographs to suffer and become out-of-print.

Why do libraries continue to 'favour' serials over monographs in tight money situations? The reasons are varied but here are a few of them.

As has been mentioned earlier, serials are

on-going and available only when issued. If you have missed one, chances are that you will never receive that issue. They are also indexed in periodical indexes ensuring that the library will receive more enquiries about them than monographs.

Even in narrow fields the many subject areas covered will guarantee greater popularity for a serial title. It also allows librarian selectors to make larger groups of faculty happy as opposed to single titles of a particular author whose absence often go unnoticed for years. Again, once a serial is catalogued, new issues go on the shelves automatically after being checked in, whereas each monograph must be separately catalogued making them doubly expensive and slower to get on the shelves.

Another area of great concern, aside from the very poor standing of the dollar, is just why are periodicals so terribly expensive. It is a little known fact that libraries pay substantially more for periodicals than do individuals. A title for which a faculty member pays \$50 a year costs a library \$150-\$200 or even more. This special rate is known as "institutional rate" in jargonese.

Often we pay proportionately to our book budgets, i.e. one dollar per thousands of book budget or some such formula. Publishers insist that this is fair because of the number of individuals who read these in our libraries and hence do not buy subscriptions of their own. Their claim is that, particularly with learned journals, faculty are cancelling their own subscriptions and using the library's copy — even worse, they are copying articles in multiples and handing these to students rather than ordering from the publisher and paying extra.

The publisher's claim is correct, of course, and libraries pay the price.

The problem of obtaining a faculty's requests does not only stem from, or end with, the crisis in book budget allocations. Without proper staffing our libraries will have less and less of what an individual professor is looking for. There is no point to big book budgets and lots of money if there is no staff to order, process, catalogue and service it.

Staffing is crucial to making sure that an item is accessible in a situation and under circumstances where it can be used. John O. Book has, to date, not walked on the shelves by himself. There is a great deal involved in keeping an orderly system in the library, much more than meets the eye.

Individually we all know roughly where we have placed a book on our bookshelves, we order it and we know whether the three or four we ordered have arrived but a research library must keep track of hundreds of thousands of items if not millions all at the same time. What happens then when a faculty member wishes a serial to be ordered and how does it arrive?

First, the library selector must decide whether there is enough money or whether there are too many titles in the same area

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thereby unbalancing the collection. If, indeed, the periodical is wanted, in many libraries the title now has to pass a board of selectors, all of whom are vying for their own titles and all caught in the money squeeze.

The periodical manages to fight its way to being ordered. At this point it must be searched to check for existing holdings, to make sure another area has not already purchased it. Publisher, price, location, all have to be checked. In the case of monographs, British, American and Canadian titles all have to be searched because often publishers publish identical works under different names.

When all this pre-work has been done an order form is made out and a cheque or money-order sent. Of course the order for a serial must be tailor-made indicating whether the library wants a standing order (continuous receipt) or only one issue.

When the first issue is received it must be identified as a new order and all order information put in a received file whereupon it is ready to go to be catalogued. In the cataloguing process, the title must be searched again to make sure that it is catalogued according to a title meeting international standards. If it is not found in any source, it must receive 'original cataloguing' which means a librarian must apply the rules himself to meet the standards.

There is much more to the cataloguing which the library is not allowed to carry over.

In the case of serials, the item must then be sent with the proper records to the serial records area for entering because all further issues will be dealt with in that area. From there it must be labelled and finally it will be shelved.

Needless to say, within a year the loose issues must be bound, whereupon the library goes through the agonizing process of locating all issues. Rarely are these found in one piece and so an individual issue order must make the ordering round.

If the issue is out-of-print, there are several choices — the library can wait to receive an issue on exchange, try to buy it at greater expense from an out-of-print dealer or borrow it on interlibrary loan and copy it. The vicious circle has no end. Neither do the costs involved.

There is a whole grab-bag of other issues involved in the library's book problems, all helping to make life frustrating, not just for librarians but for faculty wanting a better library collection.

Libraries have been cancelling titles to be able to meet their tighter budgets. Faculty used to be able to presume that the library would get all materials in an area. This is now impossible and libraries are buying selectively which takes much more time.

Libraries in the '60's, when there was lots of money, bought everything from a particular publisher but this no longer is, or can be, the case. Furthermore, when book dealers are asked to select for us we pay them dearly for such selection and for administrative costs involved. Oddly enough many libraries will pay such costs hoping to save on staffing internally. Politically this

looks better to University administrators who see more money being spent on 'books' as opposed to staffing.

In some libraries where faculty do the selecting, some small amount can be saved. In the long run, however the collection suffers from gross imbalances reflecting the personal interests of individuals. In other cases the collections suffer from neglect or the strengths of certain areas vary as faculty come and go. One way or the other, the price of good selection must be paid.

In addition to book prices going up drastically, general output of publishing has been increasing at an average rate of 5% a year. Covering all fields in a given university adequately becomes impossible. This is particularly crucial in British publications. Library statistics rarely reflect buying capability in relation to publishing output increases; they reflect only exchange rates and increases in prices of current purchases.

Libraries also face the problem of 'special run prices' for books. This happens when publishers run 50,000 copies of a book for which there is a list price and libraries rush to get in order to be current. Usually 5,000 copies are sold in this way and the other 45,000 are sent to remainder houses at a discount price. Libraries get stuck however, paying the full shot in order to meet current demand.

There is yet another occurrence in publishing called 'short runs'. A publisher might only print 1,000 copies of a book knowing he can sell all of these quickly. Again, libraries fall all over themselves to obtain these works fearing that they will have to pay even more on the out-of-print market. It is definitely a seller's market.

Almost every library faces the dollar deluge at the end of the fiscal year. We hold money back all year for unforeseen expenses, to be able to pay all our current serial acquisitions and the like. Thus, at year's end a surplus is usually left which must, in most universities, be spent by the end of the fiscal year. The result is a mad scurrying to buy huge sets of expensive items so as not to lose the money—money which the library is not allowed to carry over.

Monographs, because of the individual searching needed, are rarely bought in the big rush and many have not been bought during the year because the money has been held back for the above reasons. Often too, adequate staff for searching books does not exist, which only goes to further slow the ordering process.

It must be remembered that libraries buy books individually and not in bulk as do bookstores which means not only slower ordering and receipt but also higher prices.

Libraries also work through dealers and not individual publishers as do bookstores. Consequently, the books that the selector has ordered for you and your colleagues for the year might not arrive this year or even next. And by the time its turn comes up it has probably gone out-of-print.

The library system might seem inefficient but it must be remembered that rarely does

adequate staffing exist or money for full purchases and the library is constantly involved in a juggling act to try to meet the demands of the curriculum of the university.

Library budget cutbacks have not been concomitant with a stabilization of university programs. In the rush to attract new students to offset a declining enrollment, faculties have been offering new and varied programmes. The library is rarely if ever, consulted as to whether it can support such programmes — it is merely expected to do so. The result is a mediocre undergraduate collection supporting no one's research or, conversely, a few good areas in the collection but one that has holes everywhere else. Unlike in the '60's, we can no longer assume that the library can support all programmes.

We might well ask ourselves how many times library support is thought of in building a new course. Is the library asked what funds would be available? If there are some resources, are they adequate or are curricula outlines padded with a few books the library might have in order to have the new course accepted?

Many libraries can no longer buy for, and are restrained from supporting, faculty research. Collection building is supporting only teaching at best. Yet even teaching resources are beginning to have their problems.

There is so little co-ordination of programmes from university to university, that no library today can even support all the course needs. The assumption that somehow one's own particular course will have adequate research materials is wholly false.

The proliferation of courses cannot be supported by libraries because existing funds are being pumped fully into existing teaching support. A course might cease to be taught, freeing up some minimal funds, but there are so many new courses on the horizon that faculty members could well find themselves in a Roman-like chariot race to get that little bit being handed out. Carried to its logical ends the above scenario can become rather tragic.

Pretend you are Professor X teaching Y course and you have dropped Y. The funds are now gone and the serials cancelled. Six years later course Y is in great demand and you wish to teach it again but now the backruns of the serials are gone, books haven't been bought and they are probably out-of-print. Worse still, Professor Z's course is funded from that money and you will have to go to the end of the queue. The wait will be a long one.

Librarian selectors have been walking this tightrope for years. Because of the politics of having to maintain some support for all, they have been balancing their funds so as to provide something for everyone or 'balance the collection' as it is referred to sometimes. How many times has a faculty member known the need for, and requested, multiple copies of an item and not received it. The selector has probably decided that you would prefer one each of ten books rather than ten of one only. That is how far their money stretches and no farther.

Unfortunately, if the situation continues, each faculty's requests will be able to be met less and less. There are several libraries already who have had to state that there is no way they can support any new programme or support any faculty research, or both. The implications of all this will certainly be horrendous to all. For what is a university that cannot support academic research through its libraries?

Occasionally a few thousand dollars appears at the library's doorstep to support a programme for a particular year. The library's costs will be ongoing, however. Serials do continue to come year in, year out. After all, it takes six months to a year for the first issue to appear on the shelves. Even if enough materials can be bought on a one-time basis the library is still asked to fund staffing on its own — the money it has received is for books only. How those books get ordered, arrive, get processed and then serviced is always left up to the library to worry about.

Books and periodicals must be preserved if a library is to call itself a 'research' library. Yet paper quality in printing is so atrocious that it was estimated in a recent article that as much as two thirds of the collection of the Library of Congress is beyond repair and should not even be touched. Libraries are not issued warranties on books. Often a well-used item must be replaced due to its deteriorated condition within a year or two. The other alternative is microfilm if the book is available in that form. In either case, the same item is paid for two, three, four or five times.

Libraries must also bind books and periodicals to ensure that they will still be usable five years from now. We have all noticed the poor quality of paperback bindings in our private collections and the library cannot afford the wear and tear these get without protecting the books in some form. If the books are bought bound then the price becomes even higher than using a local bindery.

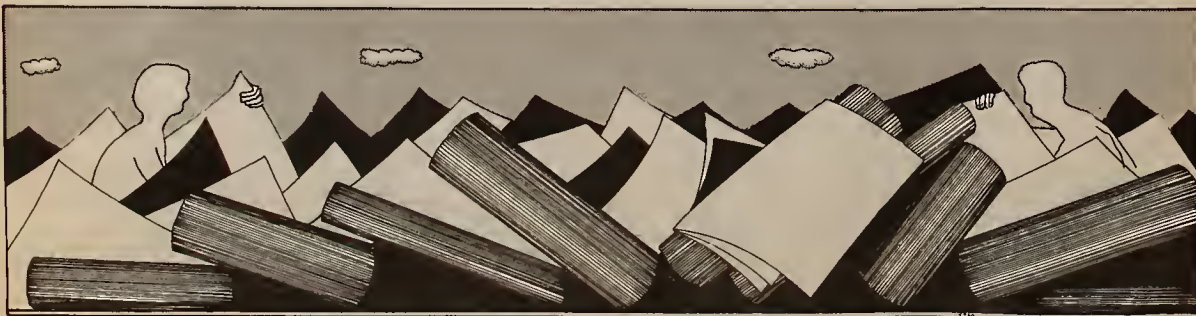
Perhaps the saddest and the most expensive problem is vandalism and mutilation. The replacement costs in this area are tremendous. In certain fields, replacements can cost as much as half or even all the book budget allocation not to mention staff time and frustration for all concerned.

Particularly high risk areas tend to be anything on Zen, black studies, women, Canadiana and the arts. Mutilation takes many forms; colour pencil markings 'til a book is illegible, ripped pages or razored chapters, penned notes on a page that make the original script virtually non-existent, etc. One might well ask if this is any way to study.

Unfortunately, book budgets are seen to be in conflict vis-a-vis librarians but not vis-a-vis other resources in the university. Librarians, after all, do not buy books for themselves yet they are often asked to pay for them either in salaries and/or staffing during book budget time.

Faculty and librarians can make common cause if the impact is seen in terms of effect on faculty and students. Budgeting should

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Tom McDonald

Meditation a way of life at Maharishi University

by Lorenzo Middleton

Quiet studies have replaced raucous parties on Iowa campus that once housed Parsons College; town reaction ranges from relief to resentment to bemusement.

The century-old campus that once housed Parsons College has transcended its previous existence and moved to a higher level of academic experience, according to its current residents.

Now its occupant is Maharishi International University, which describes itself as an institution of serious study, intensive research, and continual meditation.

Over the past five years, since it changed ownership, the campus has changed its reputation considerably. During the 1960's, as Parsons College, it became known as an overcrowded refuge for dropouts from other colleges.

The local townspeople used to complain of cars racing through their quiet streets in the middle of the night and of roads littered with beer cans.

Combining study and meditation

Today, most of the Maharishi International University's 800 students are in bed by 10 p.m. Their parties are confined to the weekends and do not include alcohol or drugs. The men often show up for classes and other campus events wearing three-piece suits. The women seem to prefer dresses to jeans.

They attend classes six days a week. Every major is loaded with required courses that leave little room for electives.

All freshmen are immersed from the beginning in such subjects as quantum mechanics and neurophysiology.

And everyone meditates.

Life at the university is rooted in the practice of transcendental meditation — or "T.M." — introduced to the West two decades ago by the Maharishi Mahesh Yogi. The Maharishi now resides in Seelisberg, Switzerland, which he has proclaimed to be the "International Capital of the Age of Enlightenment."

In accordance with the Maharishi's instructions, students, administrators, maintenance workers and faculty members at M.I.U. cloister themselves in their rooms every morning and every evening for 20 minutes of meditation.

Students also can be seen sitting with their hands folded and their eyes closed almost anywhere on the campus at various times during the day. Lengthy morning classes are sometimes interrupted for 10-minute meditation breaks.

Advanced meditators gather by the hundreds in a large fieldhouse that resembles a deteriorating airplane hangar for T.M. "sidhi" practices, where they are said to levitate and demonstrate other supernatural abilities.

While the T.M. movement has widely advertised its practice of levitation, officials at M.I.U. have refused to allow reporters to observe it, arguing that they do not want the process to take on a "circus atmosphere."

'Restful alertness'

The meditation process is described in the university catalogue as "allowing the mind, according to its natural tendency, to

perceive a thought at progressively earlier and more satisfying steps in its development, until the thought is perceived at the moment of its genesis."

"At that time the attractiveness of the source of the thought, the inner field of pure (unmanifest) creative intelligence, is so great that the mind 'transcends,' or goes beyond the thinking process, and the body correspondingly attains a hypometabolic state known as 'restful alertness'."

The principles of T.M., collectively called the "Science of Creative Intelligence", are explained more fully to new students in a required month-long videotaped course taught by the Maharishi.

Once every three months, freshmen and sophomores halt their regular academic studies for several weeks of "forest academies," which involve increased periods of meditation and discussions of its effects.

Scientists at M.I.U. have devoted their research to proving the positive effects of meditation.

Fighting crime

One study is monitoring crime statistics, population data, and the numbers of new meditators at T.M. centers around the country. The researchers hope to persuade

the world to take note of the Maharishi's prediction that when 1 per cent of the population of a city begins to meditate, the area will experience a noticeable drop in its crime rate.

Students play a major part in the research, as subjects. Two students a day, on the average, report to the university's physiology laboratory to allow themselves to be hooked up to a sophisticated electronic machine that monitors changes in the patterns of their brain waves as they meditate.

The laboratory recently was buzzing with excitement about a new breakthrough that is expected to show a direct relationship between the "coherence" among various parts of the brain (advanced meditators are said to have a high level of coherence) with performance in the classroom.

M.I.U. researchers also have compiled a large volume of studies that show positive effects of transcendental meditation on health, athletic performance, learning, and personality traits.

One of the main goals of the university is to use the research results to speed the development of what the Maharishi predicts will be an "ideal society" of 4-million meditators in the world.

"We don't think of ourselves as a small college in the Midwest," Lawrence H.

Domash, a 37-year-old physicist who is president of the university, said in an interview the other day.

'A major research institution'

"We see ourselves as a major research institution that is the fore-front of a new technology. Just as other scientists before us have conquered smallpox and other diseases, we think that we can conquer stress in the human society, and thereby create an entirely new feeling in the quality of human life."

The Maharishi explains it this way:

"The fulfillment of science and of man lies in the expansion of consciousness not merely to the stars but beyond; to the direct experience of that infinite, unbounded, eternal reality which alone can fulfill the natural direction of man's growth and which is the ultimate aim and goal of scientific progress."

Everyone at the Maharishi International University seems to have been infused with a similar urgency to have that experience and to spread it to the rest of the world.

A young T.M. teacher who works as a housekeeper on the campus said she had moved from Berkeley to the isolated Iowa



Photograph by John C. Phillips

Taking a meditation break at Maharishi U.

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institution because she wanted to be "in an environment where I can maximize my physiological potential."

Judy Gamble, a freshman from Minneapolis, said her grades and her interest in academics had improved "phenomenally" since her high school days. She added, however, that she had been meditating only about a year, and that "sometimes I get a little anxious about not getting enlightenment soon enough."

'World's greatest scientist'

The Maharishi, whose picture can be found in virtually every room of every building on the 185-acre campus, is variously described in university publications as the "inspirational leader," "his holiness" and "the world's greatest scientist of higher consciousness."

He also is called the "founder" of the university. The practical work of developing the institution, however, was done by several young college professors who were practicing meditation and wanted to incorporate the principles of T.M. in their academic disciplines.

With the Maharishi's blessing, they began in 1971 in a rented apartment in Santa Barbara, Cal. They quickly outgrew their original quarters and were looking for a new campus when Parsons went bankrupt in 1973. The following year, the 185-acre campus, complete with some 50 dormitory and fraternity buildings, was purchased by the T.M. organization for \$2.5-million.

Since 1974, the university has opened part-time extension academies in nine U.S. cities. A full-time extension program also has started in Seattle. Other T.M.-related academic institutions have opened in the Netherlands, Korea, and Switzerland.

Salaries at M.I.U. are low, starting at \$150 per month for unmarried junior faculty members. University officials point out, however, that all employees receive free food and living quarters, which raises the total compensation for a married professor with two children to about \$23,000.

Administrators say they are operating the university on a shoestring budget, most of which comes from the \$3,000 annual tuition paid by the 800 students.

The university does have more than enough housing, which was expanded during Parson's boom years to accommodate 5,500 students. All students are assigned to single rooms, where they can have the privacy to meditate.

Still scattered throughout the university are many unused rooms, which the administration is trying to fill by campaigning to attract, as students, persons who have not previously meditated.

Almost all of the students here now were practicing T.M. before they enrolled at M.I.U.

The university began a major recruiting effort last fall, sending graduate students to visit high schools in 40 cities. In addition to meditation, the recruiters are selling the success of the university's academic programs, pointing out that a high percentage of M.I.U.'s students are accepted by prominent graduate schools.

Expanding awareness

In keeping with M.I.U.'s motto, "Knowledge is structured in consciousness," every course, from remedial learning skills to advanced accounting, combines the Maharishi's teachings with lessons from traditional textbooks. The students take only one course at a time for periods of one to four weeks.

The catalogue explains that, by meditating daily, a student "expands his awareness and increases his ability to learn." At the same time, the integration of the science of creative intelligence into all course material "reveals to him the whole magnificent range of human knowledge as an expression of that fundamental source within himself."

This novel approach to higher education has been viewed with both fascination and criticism by educators outside the T.M.

movement.

A team for the North Central Association of Colleges and Schools, which evaluated the university for accreditation in 1975, found that "a persistent and difficult problem about the curriculum is the role that the Science of Creative Intelligence plays in the entire design, as there are few American colleges whose curricula are so completely dominated by a single intellectual perspective."

Another team that visited the institution a year ago reached a similar conclusion.

"One must admire and respect the conviction with which members of the community carry on their work, but one is uneasy over the extent and pervasiveness of one particular intellectual orientation," the report said. "One can hardly fault the enterprise for the positive nature of its approach, but one is also overpowered by the pervasiveness of the message."

Seeking full accreditation

The university was granted candidacy status in 1975, and plans to apply for full accreditation by next January.

One non-meditating Iowan who is impressed by M.I.U. is Duane D. Anderson, an assistant professor of higher education at the University of Iowa, an hour's drive north of here in Iowa City.

Mr. Anderson said he and other educators were "quite surprised" at the "lively, dynamic kind of academic atmosphere" they found when they visited M.I.U. in 1975 on behalf of the American Association of Collegiate Registrars and Admissions Officers. The association has since agreed that most of M.I.U.'s academic courses are acceptable for transfer to other colleges. (The science of creative intelligence itself was not evaluated and not accepted.)

On subsequent visits, Mr. Anderson said, he noticed that the students were unusually "dedicated and hardworking."

"If it is meditation that causes them to adopt that kind of lifestyle," he added, "then I think it's worthwhile."

This new breed of student is viewed by the permanent residents of this southeastern Iowa farming community with mixed emotions of relief, resentment, and bemusement.

"There's no shoplifting, no bad checks, no drinking," said one businessman. "And no fun."

While happy to be rid of the troublesome antics of the Parsons students of 15 years ago, one storekeeper complained that the M.I.U. students had gone too far the other way, reducing his retail trade by more than half. Restaurant owners had similar complaints.

And while many of the students and faculty members have joined local churches, some of the townspeople are disturbed by what they believe are religious rituals taking place on the campus.

University officials maintain that the institution is living in harmony with the community, noting that the townspeople helped them clean up the campus when they arrived and that many local residents have begun meditating.

'Trust and Friendship'

The students argue that meditation has allowed them to find happiness as well as academic fulfillment at M.I.U.

Some said they had transferred to the university after being burned out by the fast-paced life at more conventional colleges.

"Above all, this is a community that is based on trust and friendship," said Robert Lopinto, a reporter from the campus paper, *Ideal Times*.

Signs that he is right abound on the campus. Students walk to and from classes with curious, contented smiles on their faces. Bicycles are left outside without chains or locks. Dormitory rooms are left open and unattended. Money that has been lost will

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VACANCIES IN NIGERIAN UNIVERSITIES

UNIVERSITY OF IBADAN, IBADAN

(1) Department of Pharmacy

Professor/Reader
Senior Lecturer and Lecturer in: Pharmaceutical Chemistry,
Pharmaceutical Microbiology,
Pharmaceutics and
Pharmaceutical Technology
Pharmacognosy.

BAYERO UNIVERSITY, KANO

(1) Department of English & European Languages

Professor/Reader in: Language/Literature.

(2) Department of Management Sciences

Professor/Reader
Senior Lecturer
Lecturer
Graduate Assistant in: Accounting,
Finance,
Business Administration.

(3) Department of Library Science

Professor
Senior Lecturer
Lecturer
Assistant Lecturer in: Archival Management,
Publishing,
Printing,
Documentation,
Special Librarianship.

(4) Department of Education

Professor
Senior Lecturer
Lecturer in: Mathematics Education
Hausa/Hausa Methods
English/Remedial English

(5) Department of Mass Communications

Professor/Reader
Senior Lecturer
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Television/Radio Communications
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Salaries

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K1R 5A3

Last spring the Canada-China Friendship Society sponsored a tour of China by eighteen Canadians from the prairie provinces. The tour was made up primarily of academics from the prairie universities and social service professions, and spent quite a bit of time studying the educational system of China, schools for the deaf, mental hospitals, kindergartens and an especially exciting visit to the national minority territory of Inner Mongolia. One of the highlights of the tour was the chance to talk with colleagues from the University of Peking. The following article derives from a full afternoon of discussion there.

A visit to Peking University

by Douglas F. Daniels

When our Toyota mini-bus got over the hump of an old stone bridge and squeezed through a narrow archway into a tranquil courtyard filled with palm-trees, brooks and gravel paths, one would hardly have thought that we were on the campus of the leading university of a revolutionary country. The atmosphere felt for all the world like an idyllic oriental version of Oxford or Cambridge — right down to the bottomless cups of tea and the unpretentious gentility of our hosts. Indeed one can find remarkable similarities with Western universities in the administrative structure and certainly in the ranking and promotion system that had to be rebuilt from utter disuse in thirteen years of Cultural Revolution. From the interview one can even get hints of a "publish or perish" syndrome and a return to a student body much less political than it was in the late sixties and early seventies. Yet under the similarities one soon finds the vital concerns of academics trying to build a modern, socialist China . . . How are intellectuals to maintain their responsibility to the people, to overcome a three thousand year tradition of Mandarin elitism? How can sociologists and engineers serve China's progress while also guarding against the dangers of Western-style industrialization? How does a university attempt the Chinese version of "affirmative action" — advancement of students from worker, peasant and national minority families — without falling into the error which the Chinese now call "equalism"? How can a socialist university select morally and socially committed students without bypassing the specially talented?

None of these questions in China is merely theoretical, for the Chinese inevitably end up trying to answer these questions in practice. Recent Chinese history has seen the Cultural Revolution, culminating in the Gang of Four period, as "social experiments" around these problems. Many of the Chinese we met saw the Cultural Revolution as an essentially negative experience — "ten lost years" — where teaching ground to a halt in favour of politics, foreign books were kept out (we saw great gaps in the libraries for this period) and a reign of terror existed against intellectuals. Others take a more two-sided view and see the Cultural Revolution as basically a healthy process that went astray. For example, they feel that "correct" criticism of Confucian elitist attitudes degenerated to all-out anti-intellectualism in the Gang of Four period; healthy criticism of knowledge as private property ended up as accusations that knowledge itself was bourgeois; the principle of "self-reliance" became perverted into a rejection of all foreign ideas and technologies; student democracy became a student tyranny where teachers were afraid to give exams or criticize lest they be labelled as reactionaries. So it is not surprising

that since the "fall of the Gang of Four" the university appears to be taking a more conservative, less overtly political direction. Nor is it surprising that there is now apparent a sort of love affair in China for western things — especially modern technology.

Our group included many social scientists who were anxious to warn the Chinese about the dangers of industrialization, consumerism and the like. It soon became clear to us that our Chinese colleagues were sincerely interested in our ideas, but also that they would have to make progress and mistakes in their own way.

The "reasonable persons" — the leading faculty members who hosted us — were Professor Hsiao Ju Shun of Sociology (a discipline only now re-emerging after the Gang of Four's decline), Professor Wu of Literature, Professor Shin of Law, Professor Lin of the Foreign Affairs Office and the man responsible for foreign students in China, and Professor Pu of Foreign Af-

fairs. Professor Shun briefed us and was the prime spokesman of the group.

Peking University was set up in 1898. It now has twenty-two departments, twelve in natural science, seven in Arts and Literature and three foreign language departments. Research personnel are also teachers. There are more than 2700 teachers and only 8000 students including 400 post-graduates. There are presently two categories of students: one section, enrolled before 1976, are the "worker - peasant - soldier" students who didn't have university entrance exams and worked for a 3 1/2 year degree. Many students of this type are apparently suffering a sort of inferiority complex from the lack of academic content and qualifications in their Gang of Four period degrees. The second group from the present period had entrance exams and are in a four year programme. The responsible persons we talked to see the university in a period of "major-re-adjustment" after the extensive period of "sabotage" and "under-

mining of work" by the Gang of Four and believe it will take some time to improve teaching and re-adjustment.

After a thorough briefing our interview was opened up for questions.

The first question is the biggest one: How are you handling the great contradiction between mental and manual labour? What are your goals, strategy and tactics for this work? For example, how are you handling the question of material rewards for intelligence, and the responsibility of intelligent people to the community? We would also like to know in this regard about the re-introduction of university entrance exams, the early selection of intelligent children, and what have come to be called in the West "Super Schools"?

I think one of our main principles is to select students who have developed morally, intellectually and physically. For financial reasons, in our country, the capacity of universities is limited. For instance, this year there are seven million middle school graduates, but there are only 300,000 people who can be selected for universities and can go to the universities. So, under these circumstances, we have to select the best youth to go to university. During the time of the Gang of Four, the method of "equalism" was adopted and no attention was paid to selecting the best students. When we talk about the best youth, we mean that this student has developed well morally, intellectually and physically. With some talented students we pay attention to train them early. Last year we enrolled eight 13-year-old students at our university. Mainly they study mathematics and physics. Those students would normally go to the middle schools, now they come to the university. But as for social science study, we think it would be better to select students who are older, more mature, and who have more experience. Now, for the last two years we held mathematics and physics competitions in the middle schools and later on we will hold foreign language competitions. The best students can be enrolled in the university without entrance examinations. Those who have very good examination results will receive some material reward, but that's not the main part. We always want to cherish the opportunities to study here because the capacity of the university is limited. We also have other methods to train students. For instance, we have branch-universities and T.V. universities as well as amateur universities, and in that way those who cannot go to this university can go to the others to receive education.

As for entrance examinations, our university doesn't conduct the examinations by ourselves but they will be conducted nation-wide. All the universities will hold examinations at the same time with one common examination paper. The examinations are divided into two categories: natural sciences, and arts and literature. The students in each category have to take five examinations but there are three common courses in the two categories — mathematics, Chinese language, and politics-political science. Science and Technology examinations involve only physics and mathematics.

Each student can apply to ten universities, and for each university he can select two subjects. That is to say he can select twenty subjects in all. According to his behaviour and marks, he will be considered firstly, for his first priority, and then for his second and third. Now in our country there are more than 600 universities and institutes. This figure includes the universities like Peking University, a science and technology university, as well as some special skill training institutes and colleges. Eighty-seven of these are the key universities. These 87 operate under a double administration. One is led by the provincial and municipal revolutionary committees, the other by the Ministry of Education. The key universities have the right to select students first. Our principle is to run these key universities well first and then to im-



Peking University — recovering from 10 lost years.

Professor Daniels teaches sociology at the University of Regina and plans to spend part of his sabbatical researching national minority policy in China. In a subsequent article he will describe post-secondary education at the University of Huhehot, Inner Mongolia, one of China's autonomous regions.

prove the work of the other universities.

As for the contradiction between manual labour and mental labour, I think that for a long time we have wanted to extinguish the gap between these two, to eliminate the differences. Our ideal is to combine manual labour and vice versa. So our educational policy is to combine education with productive labour. On one hand we want to train the people to become a new people, a new generation with social consciousness and culture. On the other hand we want to combine theory with practice. In terms of the proportion of time students spend on mental and manual labour, there are still some contradictions left over from the past. I think we devoted too much time to manual work and now we want the students to have study as their main task.

When I visited in 1971, all the universities that we saw had many productive activities, making transistors or growing crops, or whatever. Am I to understand that you are reducing the amount of that kind of productive work where students can do manual work as part of their university experience on the campus?

At the present we have reduced the hours of productive labour. We also take into consideration the student's specialities. For instance, if he is studying biology, he may do more work in agriculture. But this doesn't mean that students, while studying, don't carry out any kind of manual labour, for now we stress the necessity of providing opportunities for the students to have some practical experience combined with the subject they are studying. For instance, a student in the radio department will still do some kind of productive work in the transistor factories because it is connected with what they are studying, and the students in the biology or agriculture departments will still go to work in the fields to acquire some knowledge of farming. But it is not entirely separated from the subject they are studying...that's our present policy.

As for the practice you saw when you came to China in 1971, I think that that was a distortion of Chairman Mao's educational policy by the Gang of Four. At that time the Gang of Four said that they wanted to implement Chairman Mao's policy to combine practice with theory, but actually they didn't do so. They neglected theory; they demanded that the teachers should have experience in everything. They were against the students learning book knowledge. So during the time of the Gang of Four, our university also practised part-time study and part-time work in the factories and in the fields. Students spent half of their time in productive labour and half of their time in classroom study. When the students were sent to the countryside or the factories at that time, they didn't organize them in such a way as to combine theory with practice; they just treated students as manpower. In so doing, they reduced the quality of the students. After the smashing of the Gang of Four, we summed up our experiences after liberation and we determined to implement Chairman Mao's policy comprehensively and correctly. So for the students enrolled at this university, the main task is to study, to gain knowledge.

The present arrangement for the students to take part in productive labour is very different from in the past. We are having discussions on this subject now and there are several formulas. One plan requires manual work for one month a year; another even less than that. An additional plan requires two and a half months of manual work over a period of four years.

Who is the "we"? Who is doing the discussing? Who is making the decisions?

The Educational Ministry holds meetings to discuss these questions and its members also get opinions from the teachers of the university.

Do the students have any input to that discussion?

Yes, the students do take part in this kind of discussion.



May I ask about the university's status as an advanced or key institute. Chairman Mao's mass line requires an inter-relation between advanced, middle and backward institutes. What would be the relation between this university and backward universities? Would the university provide personnel or curriculum or materials?

We train here for further study the teachers from those you call the "backward" universities. We undertake the main task of compiling the teaching materials. The students trained in our university will be sent back to those universities to become teachers. But anyhow, as a key university, Peking hasn't done enough in this field.

Is the development of curriculum done in the Ministry or within the university?

The Educational Ministers will get opinions from the university and then they will make suggestions, just recommendations, but they can't force the university to accept their curriculum. And every university can change this curriculum according to their own conditions. Especially at present, we want to encourage the policy of letting a hundred flowers bloom...and a hundred schools and universities develop in their own ways.

Is that true within the university too that individuals, staff and teachers, can teach according to their own needs and interests within a particular course?

Each department has a research group to study teaching methods, to work out the teaching materials and ways of teaching the same subject.

So the teaching materials would be the same for the same subject within a department?

I think one subject has a common outline...and individual teachers can teach according to their own ideas...based on this outline. Our courses are divided into two categories: one is the compulsory course and another is the optional course. For instance, Professor Wu can give lectures according to his ideas and he's teaching the Chinese novel, *Dream of the Red Chamber*, and he can teach according to his own understanding of that novel.

Have you developed a technique to assess a student as to whether, when he gets his training, he will serve the people well or serve his own interests first?

We'll judge him according to his behaviour over a long period of time. We haven't developed an instrument to assess students in that way. But comments from the people are the best way of judging a student.

What people?

The masses of the people — the other students and the teachers. The teachers, friends and those who know him starting from primary school.

Is that organized?

Starting from primary school, every term

they will have an assessment and assess whether this student has done well or not.

I was wondering if all the students write the same entrance exam? How do you deal with inequalities in the middle schools, like for example in the rural areas and the national minority areas?

This is a contradiction. On the one hand we can't decrease the level, the quality of the university; on the other hand, we have to take into consideration the students in the rural areas and minority regions. Generally speaking, we want to guarantee the quality of the university. But in minority regions and rural areas, especially in rural areas, we will reduce the requirements for entering the university. In 1978 we had two examinations and we found that the students in the big cities can do better than the students in the countryside. Now we take into consideration these facts. So when we examine foreign language ability, we just take that as a reference. (In the rural areas, foreign language is often not taught.)

We actually have entrance examinations in six subjects including foreign language, but the foreign language mark wouldn't be considered as a requirement, only as a reference. And first of all we have to acknowledge the gap, and secondly we want to narrow this gap. One of the measures is to run the primary school and the middle schools better. Especially, we want to make efforts to improve the middle schools and primary schools in the industrial and rural areas.

How does the struggle for equality between mental and manual labour fit in to the larger picture? For example, is there a move to reduce the wage differentials between mental and manual workers?

We haven't taken this measure so far. Now we give wages according to the work produced. This goes for mental and manual labour. This is the principle. Our final goal is to eliminate the difference between the manual worker and the mental worker.

We have found in North America that technology itself has resulted in jobs which have no intellectual content whatever and that students who have graduated from the improved primary and middle schools that you are talking about developing at some point are over-educated for the content of the work. They become bored and alienated and very unhappy due to the monotony of the kind of jobs that wholly technological factories create.

According to the Anshan Iron and Steel constitution made by Chairman Mao, the workers can participate in the management of the factories and they also can participate in the renovations of the technology in those factories. I think the question you raise is very important. Now we have seen a film which is called "Modern Times". It was on show here. The main actor was doing the same monotonous job of tightening screws all the time, and that left a very deep impression.

Well, if I might just press the point a little further...you mentioned computer technology as an example of this kind of teaching. Well, every generation of the computer deskills more people...deskills, so that there are more people connected with industry who have to think less and get paid less because, with every new generation of the computer that is developed, they are required to think less.

This is a very important question and it is also a very important subject for sociology. We haven't yet carried out an in-depth study on this subject. In our country the main task at present is to build four modernizations and at the same time we have to keep in mind certain conditions in our country. One is that our country is vast with a very large population, and also in some respects it is backward and its base is not very strong. In order to realize four modernizations, we should, on the one hand, learn from the foreign countries advanced technology; on the other hand, mainly, we think we should go our own road according to our reality in China, according to the conditions in China. To develop industry we shouldn't neglect the fact that in China we've got a large population and ours is a socialist system. Under our socialist system, every able-bodied person should take part in the work. Perhaps it is impossible to achieve highly advanced mechanization as you have in Western Society within a short time.

How do you as teachers and students of the university carry out self-criticism?

It is very different now from the Gang of Four's time. The Gang of Four said that the students should be the managers of the university, to run the university and transform the university. It seems that this slogan is very revolutionary but actually it makes the teachers the target of criticism and defamation as well. At that time the relations between students and teachers were intense. The Gang of Four launched a lot of movements. Actually the purpose of these movements was to criticize the teachers. Since the smashing of the Gang of Four, the relations between the teachers and students have improved. Now we educate the students to respect the teachers. Of course, if there is a difference of opinion, we can discuss it.

How would this actually happen? In the West, we, as teachers, are very defensive if we are criticized. It means no promotion, maybe getting fired. What's the atmosphere like...and the mechanics of criticism?

During the Gang of Four's time, the university often held meetings to assess the state of teaching and learning. This was done quite often and became a regular practice. The main emphasis was on assessing teaching rather than learning. After the smashing of the Gang of Four, there were no such meetings. You may ask what happens if the students have their own opinions. One practice is for every class to have one representative and the students can present their opinions and criticisms through this representative. They also can express their criticisms to the teacher directly. The most important thing is that during the Gang of Four's time, the teachers became targets of attack and overthrow. But now the relations between the teachers and students have changed, and the students respect the teachers and the teachers should also take into consideration the students.

Many older teachers play a large role in our teaching. Because of the sabotage of the Gang of Four, we lost ten years and at present we lack teachers, we mainly rely on the old teachers to help them. The spiritual outlook of the old teachers has changed a lot after the smashing of the Gang of Four. And their minds are emancipated, so they have the energy to do the work. Professor Wu is still teaching now. He also trains the young teachers. Some of our professors are 80 years old, 90 years old — they can't teach now, but they still write their works. For instance, a professor in the English language, Professor Chu, is already 82

➡ p. 20

The nature of a campus ombudsman*

by Donald C. Rowat

In recent years the office of ombudsman has been created at a number of universities in Canada. The idea of appointing an officer to look into complaints against the university bureaucracy is so new that various versions of the office have been created. The time is therefore ripe to examine some of the main questions concerning the nature and functioning of this new institution. Since it is derived from the ombudsman plan for governmental bureaucracies, I will first discuss the history and key features of the governmental plan in order to explain why it has spread so rapidly throughout the world.¹

The office of governmental ombudsman originated in Sweden, where it began over 200 years ago. With the development of democracy in Sweden, it was provided for in Sweden's constitution of 1809, and then it spread to Finland because Finland had been part of Sweden. Provision was made for an ombudsman in the new democratic constitution of Finland in 1919. Though it had existed in these countries for many years, it was unknown to the outside world until after the end of the second world war. The reasons for this are difficult to explain, but the main one may have been linguistic barriers.

The word "ombudsman" is Swedish and means a spokesman for the people. With the word "parliamentary" in front of it, it came to have the specific meaning of a governmental ombudsman. In Sweden it was called the *Justitieombudsman*. We're very lucky that the scheme did not originate in Finland because the word in that language is *Oikeusasiainmies*! It was surprising to see how quickly the word "ombudsman" caught on in the English language once the idea began to be discussed in the English-speaking world. When the scheme was proposed in New Zealand, the first legislative bill called the office the Parliamentary Commissioner for the Administration. Immediately the press (and even the ombudsman himself after he was appointed) began referring to the commissioner as an ombudsman and so it quickly became impossible to do without that term. When an amended bill was introduced in parliament the next year it used the title "Parliamentary Commissioner for the Administration (Ombudsman)". Immediately the word ombudsman came into official use as the name of the office in New Zealand. This experience has been repeated time after time as the idea has been introduced in various countries for discussion. But in deference to women's liberation, I suppose we will soon have to start using the word "ombudsperson."

After the end of the second world war the office was dropped in Denmark and West Germany, except that in West Germany provision was only made for a military ombudsman — a person who could hear complaints from men in the armed services. Then in 1962 Norway decided to adopt the

scheme, and in the same year, oddly enough, New Zealand became the first country in the Commonwealth to create the office. Once it was created in one of the Commonwealth countries, it spread very rapidly from then on. It was adopted in the United Kingdom in 1967, the same year that it was adopted in Alberta. But in the United Kingdom, the ombudsman's complaints are restricted to ones that are made through members of parliament. I think this is a very serious restriction. When France came to adopt the ombudsman plan, unfortunately it followed this British pattern.

Spread through Commonwealth

At first the plan spread mainly in the parliamentary Commonwealth countries — to Australia, the Canadian provinces and even to developing countries such as India, Tanzania and Zambia. But it was not adopted at the federal level in Canada. For that reason I wrote an article almost a decade ago called "Whatever Happened to the Federal Ombudsman?"² However, in the last years of the previous Liberal administration, an inter-departmental committee of officials was appointed and recommended a federal plan for Canada.³ In April 1978 the Liberal government introduced a bill for an ombudsman but did not proceed with it before being replaced in 1979 by the Conservative government, which took no further action. Perhaps the new Liberal government will decide to proceed with the bill.

The former Liberal government had already adopted the ombudsman idea in the sense that it had created several highly specialized ombudsmen under other names. The first was the Federal Language Commissioner, who has the power to hear and investigate complaints about the use of the two official languages. The government had also created a Correctional Investigator to hear complaints from prisoners, and then a Privacy Commissioner, under Part IV of the Human Rights Act, to hear complaints from people who have been refused access to their personal files. The latest development has been the provision in the Conservative government's bill on freedom of information for a so-called "Information Commissioner". This person would be fundamentally the same as an ombudsman, and would receive complaints from people who have been refused access to government information they have requested.

The concept of the ombudsman is closely related to the problem of access to administrative information because the ombudsman is a kind of halfway house toward complete freedom of information. The ombudsman acts in behalf of the complainant to dig out information that the complainant has no right to get at for himself. Citizens do not have a right of access to government files, even in their own case, and the ombudsman is a person who is given the power to investigate and find out what went wrong. It is for this reason that, from my interest in the ombudsman, I have developed an interest in laws providing for a right of access to government information.

tion. I have just completed editing a book on *Administrative Secrecy in Developed Countries* (New York: Columbia University Press, 1979) which examines the successful experience of the Scandinavian countries and the United States with such laws.

Popular elsewhere

I think the reason the ombudsman plan spread so rapidly in the Commonwealth countries is that they were in greater need of an ombudsman than the countries of Western Europe which had a system of administrative courts. It was quite possible and easy to appeal a case to the administrative courts in Western Europe, particularly where they were well developed, as in France and Western Germany. In the common-law countries no such courts existed and therefore there was a very great need for an office of this kind. But it is interesting that recently the plan has been spreading in Western Europe. Besides France, several other countries have adopted ombudsman plans. I made a research trip to Western Europe in the summer of 1978 to study these new plans. In Austria there is now a commission of three ombudsmen. The ombudsman idea has been discussed widely in Switzerland, and has been adopted for the city of Zurich and also more recently for the canton (or state) of Zurich. So now there is an ombudsman for one of the states of Switzerland. In Italy two of the northern regional governments have an ombudsman. After the democratic revolutions in Portugal and Spain, Portugal adopted an ombudsman institution which has been in operation for about three years. Spain made provision for an ombudsman in its new democratic constitution and a bill to establish the plan is now before the Spanish parliament. So the office is gradually spreading throughout Western Europe.

It has also been popular in the United States, where it has been adopted in four of the states: Hawaii, Nebraska, Iowa and

Alaska. The ombudsman movement spread very quickly and the interest was very high in the United States in the early 1970's, but has slowed down there for reasons which are difficult to understand. The highest level of interest has been in specialized ombudsmen, particularly for institutions in which people are incarcerated. Such people of course have much greater need for this kind of officer because an institutional administrator is likely to take advantage of their independence by acting arrogantly and infringing upon their rights. So one finds in the United States the development of specialized ombudsmen for prisons, hospitals, welfare homes and school systems, including universities. In fact, well over a hundred American universities now have a campus ombudsman.

As a summary of the rise and spread of the ombudsman institution, one could say that the office now exists at a governmental level in over 20 countries. I believe it is so valuable as a mechanism to control bureaucracy that some years ago I was foolhardy enough to predict its adoption as a standard part of the machinery of government in all democratic countries. So I have been pleased to see the gradual spread of the institution throughout the democratic world.

Three characteristics

The reason for this spread leads me to the second part of my discussion — the nature of the office and its benefits. First, let me identify what I see as the essential features of the plan at the governmental level, and then discuss their relevance to university ombudsmen.

In my writings about the ombudsman I tried to work out a definition which would capture the essential features of the office, and I have come up with the conclusion that there are three essential characteristics. The first is that the ombudsman is an independent

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'non-partisan', and will return to those aspects at a later point. Secondly, he deals with specific complaints from the public against administrative injustice or maladministration. This of course is typical of the kind of work that the university ombudsmen do. They receive complaints from the students or staff against the university's administration. The third characteristic is an extremely important one to distinguish the office from other kinds of appeal procedures, particularly the courts: he has the power to investigate, to criticize, to recommend and to publicize but not to nullify administrative action. In other words, the ombudsman, unlike the courts, does not have the power to make binding decisions. This is one of the two key aspects of the office, the other being its independence. These are the aspects that give the office its unique character and that make it so flexible, so informal, so convenient, and at the same time so effective. The great advantages of the office, then, are that it is informal, cheap and fast, in contrast with formal appeal procedures.

Bureaucratic arrogance

Now let me just say a word about why it is needed. In general, it is needed because of the tremendous growth of big bureaucracy in the modern world. This has several aspects. One is what you might call the arrogance of office. Officials very quickly develop this kind of attitude if they've been in office for very long. Another is the many minor errors that occur in a big bureaucracy, often unintentionally. The third important aspect is that the individual feels lost when he is facing a gigantic bureaucracy. So he needs someone to turn to in whom he has confidence, someone whom he trusts as being independent and neutral, who has the power to investigate his case to see if he has been treated fairly.

The problem has been that the courts and our traditional appeal procedures have been inadequate to remedy the thousands of

minor grievances that people are confronted with when administrations make decisions. What happened was that at the end of the second world war, as the welfare state advanced and the bureaucracies grew in size, democracies were living on their past reputations for the rule of law. We in the English-speaking countries have always prided ourselves that our liberties are protected by the courts and the rule of law. But unfortunately we are worse off than the dachshund in the famous anonymous rhyme:

There was a dachshund, one so long he hadn't any notion
how long it took to notify his tail of emotion.

And so it was that, though his eyes were filled with tears and sadness, his little tail went wagging on because of previous gladness.

We are in a similar way wagging our tails because of previous gladness about our reputation for the rule of law, without realizing that the tremendous growth in bureaucracy should have filled our eyes with tears and sadness. The rule of law is no longer adequately protecting the 'little man' in his dealings with the administration. So the ombudsman may be regarded as a very important new invention in the machinery of democratic government that helps to remedy this situation.

Let us now consider more specifically the application of the ombudsman idea to universities. Those of us who have been promoting the ombudsman plan — and I've been at it now for almost 20 years — ought to be careful that we look into our own back yards. We may be like Robert Stanfield when he was interviewed during his trip to Jerusalem. It was reported that he said, "If you think the Middle East is a mess, you should see my back yard." Though we may be thinking about the world-wide spread of the institution and the

need for it in the various government of the world, those of us in the universities who are promoting this idea ought to look into our own back yards. We would find that very much the same reasoning, very much the same arguments, hold true with respect to university administration. We're now confronted with what is called the "multi-versity," an institution with thousands of students, a huge bureaucracy, and a great capacity for officials to act in an arbitrary fashion and certainly to make mistakes. We also find that the appeal procedures in most of the universities are rather cumbersome and difficult to pursue. So the student finds himself lost when confronted with the huge bureaucracy of the university administration.

Universities paternalistic

An additional important factor in the case of universities is that they are essentially, at least historically and traditionally, paternalistic organizations. They tend to take a paternalistic attitude toward the students, and characteristic of appeal procedures in a university is that an appeal is made within the same bureaucracy that made the decision in the first place. This is an undesirable arrangement that the ombudsman institution helps to remedy. It provides an outside, independent authority who investigates the case and decides on the fairness of the decision that was made.

Because of the great need in the university milieu for the independence, neutrality and objectivity of the office, provision should be made to set it up in a formal way so as to ensure its independence from the university administration. Preferably, it should be provided for in the law that governs the university rather than in the by-laws of its board or senate or by action of the president — to make sure that the office is completely independent of the university administration and has its own source of law. The same sort of argument has been made about a governmental ombudsman —

that preferably he should be provided for in the constitution of a country rather than by ordinary law, and certainly not by executive action. Short of provision in a university charter, perhaps the next best way of providing for the office would be in the bylaws of the board of governors. But the board of governors is composed mainly of outside lay members, tends to be dominated by the president, and therefore its by-laws are likely to be slanted in favour of the administration.

One of the mistakes that can easily be made with the creation of the office in the universities is to turn it into what has been called an executive office. In the United States at the state level, a number of state governors have been impressed with the popularity of the ombudsman idea, and have said, "Oh yes, our state needs an ombudsman." So he appoints one of his political friends as the ombudsman. It is perfectly clear that such an executive ombudsman, whose office is not set up by law, and who is not responsible to the legislature, is very likely to side with the administration in any crucial decision. Similarly, a number of university presidents in the United States have said "Oh yes, an ombudsman is a good idea for universities, so I'll appoint my ombudsman." And so the university president appoints as ombudsman an administrator who does not have the interests of the students at heart and who is very likely, through his experience and training, to side with the administration or the professors in any dispute or complaint. Therefore, one thing that ought to be guarded against in creating the office for universities is an executive ombudsman. The institution should be clearly independent of the administration.

Pay peanuts, get monkeys

On the other hand, because of student interest in the idea, there is the opposite pro-

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dent non-partisan officer of the legislature provided for in the constitution or by law to supervise the administration. For the purpose of assessing university plans I would put stress on the words 'independent' and 'blem' — a student-dominated ombudsman. The students' council may become interested in the plan and decide to set one up. So they appoint somebody who naturally turns out to be a student or a recently graduated student. The difficulty with this sort of plan is that the ombudsman then becomes a kind of advocate for the student's case, instead of being an independent officer at a senior enough level to carry some clout with the administration and to inspire enough confidence for his recommendations to be adopted. He is arguing a case for the student rather than being an independent investigator who is trying to make a neutral judgment about whether the university has made the right decision.

Instead of these opposite extremes — the executive ombudsman and the student ombudsman — the proper role of the university ombudsman, if it follows the classical plan, is to be in the middle. The only way this can be assured is to have a completely joint office, in other words, to provide in the legislation or by-laws setting up the office that the university and the students are to share the control and cost of the plan, and that the ombudsman must be appointed by a joint committee of the university administration and the students. Even in a so-called joint plan it is very easy, because of the paternalistic nature of the university, for the administration to arrange to have the predominant voice. Students have to be very careful in joining such a plan to make sure it is really a 50-50 plan. They must insist that they participate

in the creation and control of the office and in the appointment of the ombudsman, and in particular they must be willing to pay half of the costs of the office, because we all know that money talks. If the university is paying all or most of the cost, it is likely to exert an undue influence on the office. Also, they should make sure that the office is well enough financed to do the job that it is expected to do. As someone said recently in the *Globe and Mail*'s "quote of the day", "If you pay peanuts, you get monkeys."

Ombudsman plans vary

One of my former students, Ms. Nutter-Hoffman, who was the assistant ombudsman at Carleton, has recently completed an honour's essay on the university ombudsman in Canada.⁴ Though it was an incomplete study, it did show some very interesting comparative differences. The offices that she identified as genuine ombudsman plans in the classic pattern were the ones at Dalhousie University, the University of Québec in Montréal, Concordia, Carleton and the University of Toronto. The grandfather of all these plans was not covered by the Hoffman essay — the one originally organized at Simon Fraser University during the time of student radicalism in the late 1960's. It is essentially a student-run plan. One was also set up at the University of Alberta very soon after an ombudsman was appointed for the province in 1967. It was created by a by-law of the board of governors, had a very good basic structure, and provided for joint administration of the plan and a joint appointment. It was studied by Karl Friedman, formerly at the University of Calgary and now ombudsman for British Columbia. At

that time he and a colleague wrote an article for the *CAUT Bulletin* based on this plan and discussing the nature of and need for university ombudsmen in Canada.⁵ They thought that the plan for the University of Alberta was a rather good one. Yet, when the first ombudsman's term came to an end, the plan was abandoned. Perhaps one of the reasons was that it was given the job of handling complaints from both the students and the staff. But we cannot be sure why the plan failed until someone writes up its history. Students at the University of Ottawa ran an ombudsman-like office for a few years, and there may be one or two other campus ombudsmen in Canada not covered by the Hoffman study.

This study reveals that there are considerable variations among the plans that now exist in Canada. After examining these variations one can pose some key questions about the nature of campus ombudsmen. One is: Should the ombudsman be a former university administrator, a professor or a student, or none of these? For instance, when the plan was created at Carleton University I don't think the students realized its limitation. The initiative was taken by the students' council and, though they provided for the appointment of the ombudsman by a joint committee of students, administrators and professors, the office was described and advertised in such a way, and the pay was put at such a level, that it would have been impossible for an experienced administrator or a professor to become the ombudsman. Although they did not specify that the ombudsman had to be a student or a very recent graduate, it became an unwritten requirement. As a result, there has been a succession of ombudsmen at Carleton who were either students or recent graduates.

Off-campus investigations

A second question to be posed is: Should the campus ombudsman deal with non-university problems? The plans vary considerably in this respect. When the office was created at Carleton, I was at first rather critical of the fact that the university ombudsman took on non-campus problems because I thought it was a mixing of functions and was likely to downgrade the real purpose, which was to investigate complaints against the university administration. But I have somewhat changed my view after watching this office in operation over a period of years. The ombudsman institution at Carleton has managed successfully to combine investigating complaints against the university administration with handling off-campus problems. So one finds the ombudsman at Carleton dealing with all kinds of off-campus problems — landlord-tenant relations, immigration, and so on. These do not bear on a student's direct relations with the university but are nevertheless serious problems for many. Experience at Carleton shows that an ombudsman who deals with off-campus problems must have a good arrangement for quick legal advice.

A third question is: Should the ombudsman also deal with complaints from the faculty and support staff? When campus ombudsmen were first created many people thought that it should be made an all-university institution. Since the university is a community, the ombudsman should handle complaints from anyone in that community. The faculty have complaints just as civil servants have complaints, and it is characteristic of the governmental ombudsman plans to receive complaints from civil servants against their superiors. So, it was thought, why not have a plan that will allow faculty to complain against their superiors within the university administration? However, there are problems with mixing student and employee complaint functions. As mentioned, this may have been one of the reasons why the plan founded at the University of Alberta. The Canadian Association of University Teachers has been dealing with the problems of faculty as employees for a long

time. It has set up a very efficient tenure committee, and most universities have well-developed appeal procedures for faculty grievances. So there is not the same need for an ombudsman to handle such grievances. It may be an undesirable mixing of functions to provide that the university ombudsman should deal with complaints from both the faculty and students, may distort or downgrade the function of looking after complaints from students. On the other hand, a campus ombudsman could usefully handle minor faculty complaints that fall outside the normal appeal procedures. And often the support staff have no other suitable procedure for handling their complaints.

Jurisdiction over universities

A fourth question to be raised is this: Should the provincial ombudsmen have jurisdiction over the universities? It's interesting that in Hawaii, which has a state university, the state ombudsman does have jurisdiction over the university, so he is able to investigate complaints from the students or staff against the university administration. The ombudsmen in Nova Scotia and New Brunswick — Nova Scotia from the beginning, New Brunswick more recently — have had their scope extended to cover local governments. Similarly, one could ask: Since the universities are important public institutions, why shouldn't the provincial ombudsmen's scope be extended to them? This could be done in addition to having a university ombudsman. The role of a provincial ombudsman would be to collaborate with the university ombudsman and to take on the more serious cases — in particular ones that require somebody who is absolutely independent from the university to conduct an investigation. There is now a movement to create provincial laws on administrative procedure which require due process in all provincial activities. In Ontario at least, the new law on administrative procedure appears to apply to universities as state emanations. One can argue that the role of a provincial ombudsman should be extended to cover complaints against the universities in order to ensure procedural due process in university administration. It's interesting that the administrative court systems in Western Europe cover the universities. In West Germany, for instance, it is quite possible for a doctoral student to appeal to an administrative court on the ground that he was dealt with unfairly in his comprehensive examinations.

Whatever may be the best answer to these questions, there is little doubt that campus ombudsmen are needed in today's monstrous multi-versities in order to help students who have become hopelessly entangled in bureaucratic red tape through no fault of their own — and usually through no intentional fault of the university administration. For this reason I hope that before too long, through the initiative of either the students themselves, university senates or enlightened university administrations, the office will have been created at the vast majority of universities in Canada.

Notes

⁴ A revision of the keynote address to the First Canadian Conference of College and University Ombudsmen, Concordia University, November 4, 1979.

1. For full details see my *The Ombudsman Plan: Essays on the Worldwide Spread of an Idea* (Toronto: McClelland and Stewart, 1973).
2. *Saturday Night* 86, 10 (October 1979), 17-19.
3. Government of Canada, Committee on the Concept of the Ombudsman, Report (Ottawa, July 1977), 69 pp.
4. Hoffman, Liz, *A Study of Canadian University Ombudsmen* (Ottawa: Carleton University Honours Essay, 1978), 62 pp. plus appendices.
5. Karl A. Friedmann and Burke M. Barker, "Ombudsmen in Universities," *CAUT Bulletin* 20, 3 (Spring 1972), 43-60.



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A visit to Peking U. from p. 16

years old, and he is still revising his work. Professor Chu is the teacher of Professor Wu, so you can see how old he is.

My question is about wage structure determination. I want to know how it is determined that people get paid according to work. Is it done by the amount of teaching time, the number of courses, the amount of things written, whether one is a professor, assistant professor or lecturer or anything like that?

I think our wage system was set in 1956. It is now based mainly on the role that one plays in teaching. There are several levels between the assistant and the professor including lecturers and associate professors, and in between there are several grades, which are already set. The highest wage is 345 Yuan per month. The lowest is paid to worker-peasant-soldier students who graduate and become teachers — their wages are 43 Yuan per month. The first grade professors are very few in our school...only 1 or 2% of the professors. The teachers who graduated from university after liberation would have a wage under 100 Yuan. The average wage for the teachers in our university is about 70 Yuan. Compared with big factories in our country, the average wage is about the same...60 Yuan. This shows that we want to narrow the gap between manual work and mental work. The teachers who graduated after liberation will get more or less the same wage as the skilled workers in the factories.

Does that mean that some of the older professors are paid highly so as not to antagonize the people who are not necessarily very progressive, to retire them gracefully and still let their skills be used?

There are historical reasons for this. Before liberation they had high wages and after liberation their wages basically remained the same. But now the new teachers who train after liberation haven't got such high wages.

War of the words from p. 12

be seen in terms of general university expenditures rather than on library book/staff expenditures — here faculty and librarians should be on the same side of the fence. The problem of funding is not just a library problem and budgets need to be discussed in the global university sense rather than isolating the library and its internal functions.

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The wage scale is decided by the state council. For individuals, there is an assessment committee in each department which determines the grade you can get. This committee is formed by the teachers of the department. Grade assessments are then handed to the high level in the university to be balanced.

Do the students have input in these decisions?

No student representatives take part in this committee. If students have opinions, we'll receive them directly. Now we have a practice that when we want to get someone promoted, we announce it three times so that everyone will know. After graduation, all university graduates receive the same wage. After a period of working in the university, the wages will differ. To determine the wage, we have four criteria. The first is how long the individual has been working in this university. The second is his attitude towards his work. The third is his ability at the academic level. The fourth is whether he has made the important outstanding contributions. Recently we made adjustments to the wage ranks. Now, if somebody has made a special contribution he will be promoted from an assistant to associate professor, from lecturer to professor directly, and not go through the usual steps.

What does contribution mean? Does it mean teaching performance, or does it mean scholarly articles or the production of a play or a novel or whatever?

We will take all factors into consideration, but mainly we will assess the papers that he has produced. The quality of papers will show the depth of understanding.

Is promotion carried out on a yearly basis or does the teacher have to put in an application form?

In the future it should be carried out yearly. Now it is not done by application. Our university has an academic committee of 165 people made up of the leaders of different departments. There are teachers and lecturers on the committee, but mainly professors. This committee can approve the appointment of lecturers, but the promotion of professors and associate professors should be approved by the Educational Ministry. At this time, the job of promoting teachers is a very complicated one because we haven't done it for a long time... for 13 years, from 1963-1978.

How do students go about getting jobs and is there any delay between graduation and finding a job?

Mainly the students will be assigned a job according to the state plan. So the student doesn't find a job by himself. After graduation the state will assign him a job. There is no problem of unemployment. Of course, after graduation his own preference will be taken into consideration.

Conclusion

Many North American commentators like to talk about the rise to power in China today of a "moderate" leadership replacing the "radicals", and assure us that the political pendulum has swung from the left to the right. It may be true that one sees a conservatism of forms in the universities and a degree of depoliticization. But the pundits would be better off asking the question differently. Regardless of the left-wing swings, is China moving forward from a semi-feudal past to a goal she chose a few decades ago? A long-term perspective is the most useful one for questions of this magnitude.

1. Those readers who wish fuller detail on the breakdown of Peking University, its "sister relations" with North American universities and other specifics are invited to write the author for a verbatim transcript of the interview. I have attempted to concentrate here on questions of more general interest.
2. 1 Yuan — ca. 79¢ Canadian.



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If interested or if you wish to nominate someone please contact:

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Faculty of Science and Engineering
University of Ottawa
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Tel: 613-231-2407

BOOKS. LIVRES

Fred Harvey Harrington, *The Future of Adult Education: New Responsibilities of Colleges and Universities*. San Francisco: Jossey-Bass Publishers, 1977. Bibliography, Index. Pp. 238.

Adult education "revolution" under way

by Donna Logsdon Cook

The problem of whether to or how to deal with adults in higher education is upon us. Part-time credit has increased more rapidly than full-time credit and, when non-credit programs are added, adults far outnumber the younger students and become the new majority in higher education. As a result many colleges and universities coping with declining enrolments of "college age students" have begun to welcome and even to recruit adults and to adjust and plan programs and admissions requirements to accommodate them. University professors are becoming adult educators, perhaps without their knowing it, and are testifying that adults are performing well in the classroom. Research indicates that the experience, maturity, and motivation of older men and women more than compensate for whatever disadvantages aging may have contributed to their learning ability. Despite many gains, adult education is not yet recognized as a full partner in many colleges and universities. Indifference still remains a major campus enemy of adult education. Skepticism and even outright hostility, most noticeably from liberal arts faculties, usually centre around the charge of poor quality and lack of high standards. Some flexible components of adult programs, such as credit for past experience and credit through examination, are seen as concessions associated with sacrifice of quality. Yet separation of adult education from the administrative structure of the university is, for the most part, undesirable and becoming increasingly impossible as older and younger students mix together in regular and part-time programs. While the historical record shows that fitting adults into the academic pattern does not require a complete transformation of post-secondary education and its values, it does mean building on an existing solid base and making adjustments for adults.

If we are to believe Harrington and various other leaders in adult education, the "adult education revolution" is barely under way. He defines adult education in higher education as that area of learning designed for those who have interrupted or completed their schooling and are entering a college or university for the first time or are coming into contact with a higher education program after an interval away from the classroom. In his preface Harrington asserts that colleges and universities can never again be described as the province of the young. Traditional college age students (18-22 year olds) are already outnumbered by older mature students due to a combination of factors, not the least of which is North American participation in what is becoming a world-wide movement to promote lifelong learning. A major change in higher education today is that many institutions are beginning to look upon older men and women as the "new learners" who will keep their institutions going as the number of college age students steadily declines.

Fred Harrington provides an overview of the history of adult education from his own experience as an observer and participant in the various stages of the growth of the adult education movement. Harrington's interest in adult education began in 1936 when he taught evening classes in New York City. Through the years he worked in radio, in off-campus extension, and on correspondence assignments. He was an ad-

ministrative in an urban extension program and active in promoting federal support for adult education in the U.S. He has lectured in adult education on four continents and has published numerous works, including *Adult Education in the United States, Compared with British Practice*, (1965), *The Future of Adult Education* resulted from his work as director of a study on the role of adult education in American colleges and universities sponsored by the Carnegie Corporation and the Centre for the Study of Liberal Education for Adults. His commentary is based on substantial research including the published and unpublished work of his students and colleagues during his more than 40 years of involvement in adult education. While the text actually deals more with the past and present of adult education than with the future, its major thesis is that adult education is becoming respectable and certainly texts of this quality do much to add to that respectability. The bibliography at the end of the book provides a helpful basic reading list; however, a short list of references at the end of each chapter would have been useful as well, as some readers may be interested in only one aspect of adult education and would appreciate a short specific reading list. While the history, figures and the legislation are American (that is, U.S.), the treatment of the subject and the choice of the topics are of international value. *The Future of Adult Education* would serve well as a textbook for an introductory adult education class, supplemented by Canadian background.

Part 1 describes the current boom in adult education and the conviction of many that older students occupy more than a peripheral position in higher education. Chapter 2, perhaps the strongest single chapter of the text, gives a comprehensive view of adult education in the past century and a half beginning with the 1820 lyceum lecture series for the relatively affluent and mechanics' and farmers' institutes for lower income citizens. Harrington believes that from 1915 to 1965 adult education emerged as a recognized field of study. This emergence was due in part to John Dewey's work and to the writing of Edward L. Thorndike, who produced a pioneer book on adult learning in the mid-1920's. Perhaps the most notable strong influence on adult education in the U.S. was the G.I. Bill, which made possible the education of adult veterans after 1945. This onslaught of adult males proved that adults can persevere and succeed in studies if provided with adequate assistance. In the 70's, despite cutbacks during the worst financial crisis in American education, adult education fared relatively well and showed gains in status and enrolment. This was due largely to the increasingly complex character of modern life which necessitated that professionals keep up with developments in their field and to the new emphasis on providing greater educational opportunities for all Americans. While supporters and defenders of adult education in the post-1965 years

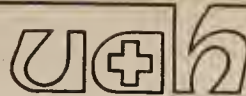
were inclined to call what happened "new", Harrington sees these developments more properly as changing aspects of century-old trends, reinforcing his argument that adult education should be considered a legitimate part of the tradition of American higher education.

Part 2, entitled "Everyone Wants A Degree", considers both on-campus and off-campus credit courses. The author maintains that improvement is needed on both these fronts if adult education is to flourish; valuable specific recommendations for improvement are given. Part 3, "The World of Zero Credit", looks at the shortcomings of non-credit and leisure time education for adults and again makes recommendations for improvement. Chapter 7, on agricultural extension, describes the most successful example of post secondary adult education in the U.S.,

if not the world (Kidd, 1964). Cooperative extension can serve as a model worthy of study, especially when higher education is moving toward closer relationships with the community and designing problem-solving and action-oriented programs. The section on urban and general extension, while strong in historical background and specific programs in various states, seems the weakest section, perhaps because the topic is less well focused. The final section discusses special problems in adult education such as dealing with the disadvantaged adult, financing, and the improvement of adult education inside college and universities. The final chapter, "Recommendations for Action," serves only as a summary, and a watered-down general one, of the various problems and recommendation for their solution discussed in each of the previous chapters. It is a bit of a let-down, given the quality and value of the rest of the text and would serve a browser better as an introduction than as a summary chapter, often taken as an indication of the worth of the book.

Harrington's text points out the striking discrepancies within adult education as a field of study and practice. Adult learners are at the centre of today's most interesting innovations in higher education: credit for life experience, credit by examination, drop-out and drop-in arrangements, special degrees for adults, flexible scheduling, including weekend and holiday classes, and all sorts of non-traditional experiments.

➔ p. 23



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Adult education: an original diagnosis

by E. O. Anderson

Adult Education as a Field of Study and Practice: Strategies for Development. Duncan D. Campbell. Vancouver: The Centre for Continuing Education, The University of British Columbia and The International Council for Adult Education, 1977. 230 pp.

One of the major concerns shared by adult educators is the question of professionalism. The field is still emerging and practitioners are aware of the lack of a theory-base within which to develop a coherent discipline. This deficiency has been a contributor to the difficulties encountered in clearly defining the status of adult education within both university and community settings. Professor Campbell's monograph, one of a planned series on Comparative and Area Studies in Adult Education, represents a step in alleviating this situation. Adult educators in Canada are provided with their first textbook that represents an original diagnosis of the problem; one that provides a beginning for developing professionally educated and trained practitioners and clarifying adult education as a field of study.

In his initial chapter, Campbell provides an overview of adult education in Canada. He notes several significant achievements in a 50-year time span. He acknowledges the development of a wide variety of alternatives for the adult learner; distance delivery systems and the concept of community education are some examples that mark the growth of adult education in Canada. However, Campbell cautions that future growth is not without problems. The lack of a "cohesive educational force", one sharing a common bond of identity, philosophy and goals, is considered a key factor hindering further development of adult education as a field of study. Professor Campbell suggests that corrective measures lie in the potential for training and educating the leadership in the field. He sets the stage for the remainder of his monograph by indicating the need to "explore the rationalization of the field, to study its problems and to prepare those who will lead it in the future" (p. 36).

Chapters II and III focus on the *product* and the *process* of training for adult education. The *product*, according to Professor Campbell, includes personnel structures, training goals, competencies and characteristics of the adult educator, professionalism and research. His discussion of process directs us to the content, methodology, institutional responsibility, and the organization and resources required for training in adult education.

Campbell begins his analysis of the *product* with a simple, three-level pyramid to describe the personnel structure in adult education, lay leaders providing the base and lifetime specialists at the apex; all others falling into the intermediate level. Of far more interest and significance is his classification by function: instruction, program design, program administration and the advancement of adult education as a field of study. The latter delineation enables a clearer perception of the need for a training plan that encompasses those individuals involved at all four levels.

Despite the functional differentials that Campbell has identified, there are several shared elements that emerge. One is the competencies that mark the ideal adult

educator: an understanding of adult learning conditions, a commitment to the potential for adult growth and the special skills needed for administration and program development. A second focuses on the conditions in which the adult educator works. Campbell cites the marginal status of adult education, the lack of top administrative support and the general failure of educational administrators to understand adult needs as key issues for virtually all adult educators regardless of their position in the functional scheme. He looks to theory-based adult education and "the development of an understanding of his field by the adult educator and not merely the upgrading of his efficiency as a service-provider" (p. 48) as potential solutions to be provided through training.

Professionalism in adult education is commented on briefly. It appears that this is not the current status of the field either in Canada or elsewhere in the world. At best, Campbell views adult education as being a transitional state; perhaps about to emerge as a profession.

The key to professionalism rests, as Professor Campbell sees it, in research and training. He is critical of the present level of research activity, pointing out that most is descriptive rather than analytic. He states

"contemporary emphasis in research appears not to lie in theory-building — which is central to the growth of adult education as a field of study" (p. 65). The university, he feels, must be the central force in expanding such research, and it must be closely integrated with programs in adult education training.

Having dealt with the human element in adult education, the *product*, Campbell directs our attention to the inanimate, the *process*. While recognizing the strong interdisciplinary nature of adult education, he notes that a theory-base of its own must be developed; such is not already the case. Perhaps the ability to draw from other disciplines will prevent the proliferation of courses that Campbell cautions against while permitting the growth of a core program and specialist courses. The support for specialization by function rather than subject ties in with his earlier use of function to classify the personnel structure of the field.

He argues for an institutional focus for the student of adult education, but one that permits close relationships with other disciplines and resources that relate to practice. Further, Campbell stresses that the delivery of training should be done in ways that best emulate adult education as a field of practice. His final concern is for an organizational structure or system that facilitates training for adult educators. He suggests a provincial base, while this may be the most expedient for delivery of training, it may not be the most effective in meeting concerns for developing adult education in Canada as a field of study and practice. The theory-base required must transcend narrow boundaries even though its applications may be more restrictive.

In Chapter IV, Professor Campbell draws upon experiences in Britain, Europe and the USA to provide insights into the training for adult educators in Canada. From his summary, it is obvious that he favours the systems approach used in Bri-

tain and Europe as it provides opportunities for developing the broadest constituency of adult educators.

Even though Campbell urges the development of adult education as a field of study, he is critical of the North American (USA and Canada) emphasis on graduate training that follows a typical progression through academic degrees. The element of experience is missing; this isolation between training and research, and field practice represents a weak link in the development of adult education as both a field of study and practice.

In his final chapters, Professor Campbell provides a case study (Chapter V) taken from three previous field studies in Alberta, and his conclusions (Chapter VI) that lead to a recommendation to the province of Alberta that a Provincial Standing Committee on Adult Education be formed.

It is unfortunate that a data base nearly twenty years old at the time this monograph was published has to be used as the only field support for Professor Campbell's investigation into adult education in Canada. The dearth of current research in Alberta and comparative work from other provinces is obvious and prevents adequate integration of scholarly study with supportive field data. Changes, both quantitatively and qualitatively, have taken place in adult education for study and practice since the early Sixties. These could alter the views of those initial respondents. The implication that Alberta responses are shared by adult educators throughout Canada is yet another weakness in this data. Such generalizations do little to enhance either the study or practice of adult education.

While it may be agreed that integration of the many elements that make up adult education is important, consensus on the intervention of another governmental body as recommended by Professor Campbell may not be achieved as easily. One would hope that legislative action is not the only

Aspects of report will cause concern

by Ian McClymont

The Future of the National Library of Canada. Public Relations Office, National Library of Canada, 395 Wellington St., Ottawa, K1A 0N4, 1979. Complimentary copies available.

At first glance, the report of the National Librarian to the Secretary of State concerning the future of the National Library makes a great deal of sense arguing as it does for better library facilities and improved cooperation among libraries in serving their clientele. However, there are aspects of the report which will cause concern among those researchers who have enjoyed the experience of working at the Public Archives of Canada; for the report makes several recommendations which, if accepted, would create unnecessary difficulties for researchers, and seriously impair the Archives' ability to continue its high level of service. Among the eleven recommendations advanced by the National Librarian, there are at least three which bear on the Archives and its researchers. These include the transfer of the National Map Collection, its staff and equipment, to the library along with the papers of literary and "musical personages".

In advancing these recommendations, the Librarian does not suggest that the archives is doing a bad job or that the library would do a better one. He does make it clear though that he feels the library's prestige would increase as a result of such transfers, and he repeatedly returns to the argument

that other national libraries throughout the world look after such material. While this is true, it hardly seems sufficient argument for Canada to follow suit — especially since the Canadian concept of "total archives" has been so widely acclaimed and copied internationally. This concept provides for the acquisition and care of all sorts of archival documents, no matter the form or source. Researchers from a variety of academic disciplines have reaped the benefits of this approach by having documents in a variety of media available under one roof. Throughout its 118 year existence, the archives has enjoyed the confidence and support of those who have used its services. To dismember it in the manner envisioned by the National Librarian would serve no useful purpose and would create difficulties for researchers.

The proposal to transfer the National Map Collection, for example, is ill-considered. Most of the maps are in the nature of government records in that they were created and transferred by government departments to the Map Collection. Under present legislation requiring the archives to acquire and preserve such documents, these maps would have to be retained in the archives. The resulting creation of two map collections in place of one would only serve to complicate the work of researchers using maps. Presently, the maps are well preserved and serviced by competent staff. One could ask for little more.

Papers relating to music and literature are similarly well cared for by the archives.

Apart from music scores, the National Library has very little manuscript material of writers and musicians. This is as it should be, since the National Library Act specifies that the library's mandate includes a variety of materials "published by a publisher". Although keeping an author's correspondence and other papers close to copies of the books he or she wrote might serve the interests of a very narrow type of literary criticism, it would not serve the interests of those who see literature and culture as part of the history of society and who wish to study the writer's milieu.

In spite of the above criticisms of the report as it relates to the Public Archives, in those areas which are clearly in the library's purview there are suggestions for improved library services which deserve the support of the research community. Chief among these is the proposal to create a national information network which could eventually form part of an international network. It is in this area — information services — that the National Library's true future lies. Rather than proposing the dismemberment of a sister institution, the National Library should promote easier access to information so that researchers from St. John's to Victoria can enjoy the resources available in a more equitable manner. Given the technology available today, libraries and archives would be remiss if they were not actively promoting and cooperating in establishing information networks of the type envisioned in the report.

La Jeunesse dorée, par François Gendron, Les Presses de l'Université du Québec, C.P. 250, Succursale N, Montréal, Qué.

Un maître livre consacré à la Révolution française

by Roland Gotlib

Voilà que nous arrive des Presses de l'Université du Québec, un maître livre consacré à la Révolution française, et qui gagnera à son auteur, inconnu jusqu'ici, l'estime et la confiance des gens du métier.

Cette étude, intitulée *La Jeunesse dorée*, et qui paraît sous la signature de François Gendron présente en effet les principales caractéristiques, en qualité et en quantité, d'un ouvrage d'érudition critique de complète réussite. La préface de l'éminent historien français Albert Soboul en serait d'ailleurs suffisante caution.

Mais qu'y avait-il encore à dire sur la Révolution française qui n'ait pas été dit? Beaucoup, apparemment, si l'on parcourt l'ouvrage de Gendron.

C'est d'abord affaire de sources. Aux Archives nationales, l'auteur a dépouillé un à un les 36,000 dossiers de police du Comité de sûreté générale qui représentent la pièce maîtresse de sa documentation. Puis il a glané aux Archives de la Préfecture de police, aux Archives de la Seine, à la Bibliothèque nationale, à la Bibliothèque historique de la ville de Paris, ce qui restait nécessaire à la rédaction de cette étude, lourde d'érudition, et qui ne livre pas tous

ses secrets dès la première lecture, tant l'information y est abondante.

C'est affaire aussi de problématique. A la Jeunesse dorée, cette bande de voyous en habits brodés que la bourgeoisie mobilisait aux jours d'émeute contre le petit peuple de Paris, l'historiographie classique ne avait consacré que des pages "impressionnistes," et l'on attendait sur un sujet aussi passionnant que difficile, une étude qui fasse appel aux techniques de l'histoire quantitative. Or c'est bien de cela qu'il s'agit ici, puisque de cette Jeunesse dorée, François Gendron nous livre une analyse de composition sociale de haute précision et qui constitue le premier effort de synthèse sur un sujet qui n'avait attiré jusqu'ici que l'attention des rédacteurs de petite histoire. A travers les

grilles de l'analyse chiffrée surgissent en effet sous nos yeux les petits jeunes gens bien nourris des administrations publiques, de la chicane et du petit négoce, jusque là fantômes anonymes spirituellement caricaturés par Carle Vernet et que l'auteur, un à un, identifie nommément, retrouvant pour chacun l'adresse, l'âge et l'occupation, et restituait à chacun l'exacte place qu'il aura occupée dans les péripéties troubles de ces quinze mois d'histoire qui suivent la chute de Robespierre et auxquels on a donné le nom de Réaction thermidorienne.

Le mot *Réaction* — et l'historien Albert Mathiez en faisait déjà l'observation en 1929 — le mot *Réaction* donc, veut dire *retour en arrière*, ou bien encore *recul*. Et nous assistons effectivement, à lire *La Jeunesse dorée* de François Gendron, à la déconstruction progressive de tout ce qu'avaient édifié au temps de Robespierre les hommes de l'an II. La Société des Jacobins qui avait présidé aux destinées de la Révolution en ses heures les plus graves est dissoute ignominieusement. L'Ami du Peuple, Marat, qu'on avait naguère porté

au Panthéon, un honneur que réserve "aux grands hommes, la patrie reconnaissante", en est retiré et son buste jeté à l'égout Montmartre. Au théâtre les pièces patriotiques sont huées et dans les rues les patriotes pourchassés à coups de gourdins plombés, tandis que la presse qui se dit le "Tribunal de l'opinion publique" instruit le procès des continuateurs de Robespierre. Puis, avec l'hiver de 1795, un des plus rigoureux du siècle à Paris, vient la disette. Alors, on peut voir dans les rues et sur les places publiques, où les chiens qu'on n'a pas encore mangés promènent leur carcasse translucide, des hommes et des femmes du peuple tomber de faiblesse aux pieds des petits élégants de boulevard qui y promènent leurs perruques enfarinées, et qu'on retrouve partout à Paris, étalant une débauche souriante dans un ruissellement de luxe effronté. De ces effroyables contrastes vont bientôt sortir les insurrections populaires de prairial an III, les dernières de la Révolution française et où, contre les forces de l'ordre, se briseront les sans-culottes, qui avaient jusque là constitué le moteur du mouvement révolutionnaire. Face à la soldatesque, la Jeunesse dorée ne fait maintenant plus le poids, et ses bataillons cossus vont s'évanouir dans la fumée du canon de Bonaparte, pour ne plus représenter ensuite, contre le Directoire, qu'une protestation d'élégance dans une guerre en dentelles.

De tout cela, François Gendron fait un récit très personnel et dont la brillante dissimulation aisément quelque faiblesse au niveau de l'outillage conceptuel et des fondements théoriques. Le spécialiste y trouvera toutefois largement son compte et le lecteur cultivé en gardera le souvenir d'une vingtaine d'heures d'instructive et distrayante lecture, ce qui n'est pas sans mérite.

Original diagnosis

means through which the goals discussed in the monograph can be brought to fruition. Perhaps the development of a nationally focused body of scholars and practitioners could be as effective in the integration that Campbell seeks. It would seem to pose less threat to the autonomy of adult educators at all levels and the institutions that provide employment or training than the route Professor Campbell is suggesting. Such direction could establish professionalism through accepted adult education procedures and increase responsibility for the product with those who both study and practice.

There remain two final areas of criticism. The first is minor, although annoying. Professor Campbell's use of listings and quotes from other works makes for ponderous reading at times. It might have been more useful had he summarized more frequently and included those absolutely necessary as footnotes or part of his appendices.

Of more consequence is the heavy dose of provinciality that pervades Campbell's work. It colours the perception that many readers may have about the strategies for development in Canadian adult education. The less knowledgeable might easily conclude that it all began and will end in Alberta.

These criticisms should not detract from the significance of Professor Campbell's study. His monograph sets forth the need for theory-based research and offers a beginning position for developing appropriate training for adult educators within Canada. This work must be recommended if, indeed, adult education is to be a field of study, not just practice.

About our reviewers

Roland Gotlib is with L'Institut d'histoire de la Révolution Française à l'Université de Paris.

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Education "revolution"

...from p. 21

Courses are given on commuter trains; NOVA University's (Florida) correspondence program is combined with seminars given in various parts of the country; credit courses based on lessons printed in more than a hundred newspapers were developed by University of California (San Diego). Radio and TV offer challenging media for designing future innovative and flexible adult education offerings. Correspondence education is seeing a revival, while credit by field assignment and distance education will become more and more the norm. It is an active, exciting area of practice. On the other hand, adult education, as a field of research has been found lacking. Kreitlow (1960) listed dozens of needed studies in adult learning and 15 years later reported that none of these topics had been investigated, although this period had been the most active adult education had ever known. And in 1976, Cyril O. Houle stated that of the flood of significant volumes in higher education, few were in adult education. A key factor has been the reluctance of educators to consider the teaching of adults as important to research as the teaching of the young. Often needs of adults have simply been forgotten.

Adult Education is still in various stages of birth and adolescence in many institutions in North America. The overview of adult education provided in Harrington's text, one in the Jossey-Bass series on High Education, will provide novice adult educators with a succinct but comprehensive coverage of the development of adult education in the United States, complete with growing pains, stunted growth in some areas, and adolescent spurts of growth in others. Educators struggling with basic issues in adult education and attempting to nurture adult education at their institutions will use Harrington's work in the manner of new mothers consulting Dr. Spock.

A final stance is worth repeating: adult education today is a necessity, not a luxury; institutions of higher education are involved in it, whether or not they want to be. This being the fact, institutions should do the best they can for their adult learners in the interests of the learners themselves, the institutions, and the society of which they are a part.

University of
Guelph

WORKSHOPS ON EVALUATION OF UNIVERSITY • FACULTY • ADMINISTRATION • INSTITUTIONS

October 27 - 28, 1980 at the
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1-519-824-4120, ext. 3959

Nova Scotia censure from p. 5

the faculty association was representing Professor Goodfellow and had advised him that it would be unwise to appear before the executive committee.

Professor Aatre arranged a meeting on October 23 of representatives of the faculty association, CAUT and the College administration. Dr. V. W. Sim represented CAUT, Professor Aatre and Professor Charles Miller, the incoming President, represented the faculty association. It was expected that both President Callaghan and Mr. MacDonald would represent the College. Only Mr. MacDonald attended, however. The meeting was held in Mr. MacDonald's Halifax law office.

Dr. Sim was able to explain fully the CAUT position on arbitration in dismissal cases. Mr. MacDonald indicated that he did not support arbitration in such matters and expressed the view that it was the responsibility of the Board of Governors to make dismissal decisions. He indicated that tenure meant that a faculty member continued in his position until the Board of Governors decided, on the recommendation of the President, that sufficient cause existed to dismiss. Mr. MacDonald made clear that he had not yet made up his mind whether or not Professor Goodfellow should be dismissed. Dr. Sim explained the serious view which CAUT would take about a decision to dismiss without arbitration and explained the possibility of censure. He asked for an opportunity to appear before the executive committee of the Board when it met on the following day. The Chairman said he would seek the Board's approval. In the event the executive committee declined to hear him.

At its meeting on October 24 the Executive Committee terminated Professor Goodfellow's appointment immediately. No reasons were given. The Executive Committee has authority to act for the full Board of Governors on dismissal cases.

On November 20 Dr. Savage wrote to the Chairman of the Board of Governors expressing again the serious concern of CAUT about the arbitrary dismissal of Professor Goodfellow and urging that the Board reconsider its action. He warned the Board of serious consequences to the College if the case was not satisfactorily resolved.

The Faculties of Architecture and Engineering which together include all faculty at the College subsequently approved motions at regularly constituted meetings expressing concern at the way in which Professor Goodfellow had been treated and calling for his reinstatement pending agreement and application of appropriate procedures for dismissal.

The students of the College have also expressed concern about the dismissal of Professor Goodfellow. They have called upon the College administration to explain at an open meeting the reasons for the action.

The administration of the College has shown no willingness to recognize the injustice done to Professor Goodfellow nor to acknowledge the dissatisfaction of the members of the Nova Scotia Tech academic community with the procedures adopted. The Canadian Association of University Teachers has, therefore, no alternative but to impose the first stage of censure on the President and Board of Governors of the College.

Maharishi U. from p. 14

find its way to a bulletin board, pinned to a note describing where and when it was found.

There also appears to be an unusual rapport between students and their teachers. The faculty members, many of whom are under 30, mingle freely with the students after classes. Everyone, including the president, is called by his or her first name.

Among themselves, faculty members find "a lot more group dynamics than you find on most campuses," said Jonathan Shear, a professor of philosophy.

'Like a Family'

"There is hardly anything here resembling a faculty clique. We are like a family," Mr. Shear added.

He credited the "relatively stress-free academic environment" at M.I.U. to the daily practice of meditation.

Some skeptics, however, have argued that the isolated location on the campus has as much to do with the congenial atmosphere as does the effect of meditation.

"I don't see how they could function in New York," said John Stobo, who was visiting his brother Joey, a graduate student here.

"It's like Disneyland," said the visiting brother. "They're out here in the middle of nowhere, with nothing to influence them or to change their minds. I believe this is the only reason they stay purified."

Freedom of Information and Individual Privacy: An International Symposium

Dates: Sept. 26 and 27, 1980
Place: Osgoode Hall, Toronto
Registration and programme information from:

Ruth Windelar
The Law Society of Upper
Canada
Osgoode Hall,
130 Queen St West
Toronto, Ont.
M5H 2N5

Love or money from p. 8

has been lost, and we must — insist — that our politicians do not reduce our universities (what a loss it would be for the entire society!) to a row of grasping, quarrelling, castrated dwarfs. But at least, now, we should have the guts and the wit to see that there is no situation which cannot yield good. We need not betray the past, or the future, for a momentary, false, or false present.

Chaucer's Clerk: "gladly wolde he lerne, and gladly teche".

McGill University invites nominations and applications for the position of

Vice-Principal (Academic)

The appointment will commence June 1, 1981, for a five-year term. The present incumbent will have completed two terms and is not seeking reappointment.

The Vice-Principal (Academic) must have appropriate scholarly and administrative experience and be able to work in both English and French. The Vice-Principal is expected to provide academic leadership for the whole university community. Written applications or nominations of individuals willing to be considered should be accompanied by a curriculum vitae, the names and addresses of three referees and sent before the deadline date of September 30, 1980, to:

Principal D.L. Johnston, Chairman,
V.P. Academic Advisory Committee,
McGill University,
845 Sherbrooke Street West,
Montreal, PQ, H3A 2T5

McGill University invites nominations and applications for the position of

Vice-Principal (Planning)

which is currently under review. The appointment will commence June 1, 1981, for a term of five years. Candidates should have appropriate scholarly background, university experience and have reasonable facility in French. The Vice-Principal (Planning) is responsible for institutional research and planning for the distribution of resources to academic programs.

Written applications or nominations, which must have the approval of the nominee, should be accompanied by an up-to-date curriculum vitae, the names and addresses of three referees and should be sent before the deadline date of September 30, 1980, to:

Principal D.L. Johnston, Chairman,
V.P. Planning Advisory Committee,
McGill University,
845 Sherbrooke Street West,
Montreal, PQ, H3A 2T5.

Dean of the Faculty of Arts

The second term of the current Dean of Arts is coming to completion. Applications and nominations of willing candidates for this post are invited, the effective date being June 1, 1981. Candidates should be members of (or qualified for membership in) one of the departments of the faculty.

The appointment is for a term of five years, renewable once. Those interested should send a curriculum vitae and the names of three referees prior to the deadline date of September 30, 1980, to:

Principal D.L. Johnston, Chairman,
Deanship of Arts Advisory Committee,
McGill University,
845 Sherbrooke Street West,
Montreal, PQ, H3A 2T5.

Dean of the Faculty of Music

The term of the current Dean of Music is coming to completion. Applications and nominations of willing candidates for this post are invited, the effective date being June 1, 1981. Candidates should be members of (or qualified for membership in) one of the departments of the faculty.

The appointment is for a term of five years, renewable once. Those interested should send a curriculum vitae and the names of three referees prior to the deadline date of September 30, 1980, to:

Principal D.L. Johnston, Chairman,
Deanship of Music Advisory Committee,
McGill University,
845 Sherbrooke Street West,
Montreal, PQ, H3A 2T5.



McGill University
Montreal

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CAUT Advertising policy and censure

CAUT will carry advertisements from censored universities at the first and second stages of censure only. CAUT refuses ads from universities at the third stage of censure because the Council explicitly recommends that members not take positions at an institution at this stage of censure.

ADMINISTRATIVE POSITIONS

UNIVERSITY OF ALBERTA. Department of Obstetrics and Gynaecology. Professor and Chairmen. The University of Alberta, Faculty of Medicine, invites applications for the position of Chairman of the Department of

Obstetrics and Gynaecology of the University of Alberta and affiliated University of Alberta Hospital, starting July 1, 1981. Certification by Royal College of Physicians and Surgeons (or equivalent) and eligibility for license in Alberta essential. This is a geographic full-time tenured academic appointment with responsibilities for the teaching, research and patient activities of a major medical school department. Applicants should have active research interests and demonstrated organization and administrative abilities. The University of Alberta is an equal opportunity employer. Applications may be sent to Dr. D.F. Cameron, Dean, Faculty of Medicine, University of Alberta, Edmonton, Alberta, Canada.

DALHOUSIE UNIVERSITY. Faculty of Medicine. Department of Psychiatry. Headship. Dalhousie University invites applications for the position of Head of the University Department of Psychiatry. This is a full-time university position with responsibilities for the development of the clinical, teaching and research programs of the University Department and its affiliated teaching hospitals in the Maritime Provinces. Please apply with curriculum vitae to: Philip C. Bagnell, M.D., F.R.C.P. (C), Search Committee, c/o The Office of the Dean of Medicine, Dalhousie University, Halifax, Nova Scotia, B3H 4H7.

UNIVERSITY OF TORONTO. Faculty of Medicine. 1) University Department: Nutrition and Food Science 2) University Title: Professor and Chairman. 3) Qualifications Required: Applicants should have extensive experience and a strong background in human nutrition and related aspects of food

science and should hold the Ph.D. or M.D. degree. 4) Nature of Duties: The Department has a major commitment to research, including collaborative clinical research, a major graduate program, and teaching responsibilities in medicine, and other health sciences and in specialist education. 5) Salary: Salary negotiable. 6) Person to Whom Enquiries Should be Sent: Nominations and applications should include a curriculum vitae and suggested references and should be addressed to: Dr. K.J. Dorington, Associate Dean, Basic Sciences, Faculty of Medicine, University of Toronto, 1 King's College Circle, Toronto, Ontario, M5S 1A8. 7) Effective Date of Appointment: July 1, 1981. 8) Closing Date for Receipt of Applications: October 30, 1980.

THE WELLESLEY HOSPITAL. New Head for the Division of Cardiology in a moderate-sized teaching hospital of the University of Toronto. The division currently has four cardiologists. The position available is a geographic full-time position with opportunities for cardiac pharmacology and nuclear cardiology. Inquiries should be directed to Professor Robert Volpé, Physician-In-Chief, The Wellesley Hospital, 160 Wellesley Street East, Toronto, Ontario, M4Y 1J3, Canada.

DALHOUSIE UNIVERSITY. Faculty of Medicine. Department of Pathology. Headship. Dalhousie University invites applications for the above full-time university position as Head of the University Department of Pathology. The successful applicant will be responsible for the development and maintenance of clinical, teaching, and research programs in the teaching hospitals affiliated with the University in Halifax and

throughout the Maritime Provinces. Replies, with curriculum vitae, and the names and addresses of three referees, should be addressed to: Dr. Bernard W.D. Badley, Department of Pathology Search Committee, Office of the Dean of Medicine, Sir Charles Tupper Medical Building, Halifax, Nova Scotia, B3H 4H7.

UNIVERSITY OF MANITOBA. Faculty of Dentistry. Department of Oral Biology. Head. Applications are invited for the position of Head of the Department of Oral Biology, Faculty of Dentistry, the University of Manitoba. The Department has academic responsibilities for teaching dental and dental hygiene undergraduate students and also offers programs at the postgraduate and graduate levels. In addition, the Department has a well established basic science research orientation. The successful applicant must have demonstrated a record of successful administration and leadership, as well as high academic and research accomplishments. Preference may be given to applicants having a D.M.D. degree (or equivalent) and recognized qualifications in Oral Pathology. Academic rank and salary will be commensurate with education and experience. Applications are especially encouraged from men and women who are Canadian citizens, permanent residents, or eligible for employment in Canada at the time of application. Submit applications to: Dr. A. Schwartz, Dean, Faculty of Dentistry, University of Manitoba, 780 Bannatyne Avenue, Winnipeg, Manitoba, R3E 0W3.

DALHOUSIE UNIVERSITY. Faculty of Medicine. Department of Radiology. Headship. Dalhousie University invites applications for the above full-time University position as Head of the University Department

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<p>of Radiology (Diagnostic and Nuclear Medicine). The successful applicant will be responsible for the development and maintenance of present and future clinical, teaching, and research programs in the teaching hospitals affiliated with the University of Halifax and throughout the Maritime Provinces. Reply with curriculum vitae to: Dr. Robert C. Fraser, Department of Radiology Search Committee, Department of Obstetrics and Gynaecology, Dalhousie University, 5821 University Avenue, Halifax, Nova Scotia, B3H 1W3.</p>	<p>UNIVERSITE LAVAL. Faculté des sciences et de génie. Département de biochimie. Microbiologiste. Le Département de biochimie, responsable du programme de baccalauréat spécialisé en microbiologie, recherche les services d'un nouveau professeur possédant une formation de base axée sur la microbiologie et la biochimie. Cette personne devra développer un programme de recherche et participer à l'enseignement prégradué et gradué en microbiologie. Le Ph.D. est exigé et une expérience pertinente au niveau post-doctorale est très souhaitable. Les personnes intéressées doivent faire parvenir leur application en y ajoutant des précisions sur leurs intérêts en recherche et la nature des matières qu'elles pourraient enseigner, des tirés-à-part de leurs publications ainsi que trois lettres de recommandation à: Le Directeur, Département de biochimie, Faculté des sciences et de génie, Université Laval, Québec, Qué., G1K 7P4, Canada. Le poste est disponible à partir du 1er janvier 1981 et les candidats non-francophones devront être en mesure d'enseigner en français au plus tard en septembre 1981. Le salaire payé à un professeur adjoint se situe entre \$23,000 et \$38,000 par année. Les candidatures seront reçues jusqu'au 1er octobre 1980.</p>	<p>International Marketing and Comparative Marketing. Salary will be commensurate with qualifications, teaching and practical experience. Appointment date is open; July 1st, 1980 is preferred. Application date closes when position is filled. Applications should be sent to Dr. A.Z. Szendrovi, Dean, Faculty of Business, McMaster University, Hamilton, Ontario. L8S 4M4.</p>	<p>University of Guelph, Guelph, Ontario, N1G 2W1.</p> <p>UNIVERSITY OF GUELPH. Department of Consumer Studies (Textiles). Assistant or Associate Professor. Doctorate related to Textile Chemistry. Undergraduate and graduate levels of teaching and research in textile chemistry as part of an interdisciplinary department of Consumer Studies. Salary negotiable. Apply to Dr. R.E. Vosburgh, Chairman, Department of Consumer Studies, University of Guelph, Guelph, Ontario, N1G 2W1. Appointment to commence 81.01.81 or 81.07.81. Applications accepted until position filled and subject to final budgetary approval.</p>
<p>DALHOUSIE UNIVERSITY. School of Medicine. Head, Department of Preventive Medicine. Applications are invited for the position of Head of the Department of Preventive Medicine. The holder of this challenging appointment will administer a Department of six to eight full-time and approximately ten part-time faculty engaged in teaching, research and service. The successful applicant will be responsible for developing and administering all aspects of teaching and research in preventive medicine and its sub-disciplines within the Maritime provinces served by Dalhousie University. Salary and terms negotiable. Applications with curriculum vitae should be addressed to: Chairman, Search Committee, Department of Preventive Medicine, Dean's Office, 15th Floor, Sir Charles Tupper Medical Building, Dalhousie University, Halifax, Nova Scotia, B3H 4H7.</p>	<p>BIOLOGY</p> <p>CONCORDIA UNIVERSITY. Department of Biology. Faculty positions in Micro-Biology Molecular Biology. Applications are invited for a tenure stream position in microbiology-molecular biology at the assistant professor rank commencing September 1, 1980, or January 1, 1981. Candidates for the positions must have Ph.D. completed and relevant research and/or teaching experience. The position involves teaching in the appropriate area at undergraduate and graduate levels plus development of an independent research programme. Salaries commensurate with qualifications and experience (floor for 1979-80 was \$21,500). Applicants should send a recent curriculum vitae and names of 3 referees to R.M. Roy, Chairman, Department of Biology, Concordia University, 1455 de Maisonneuve Boulevard, Montreal, Quebec, H3G 1M8.</p>	<p>BUSINESS ADMINISTRATION AND COMMERCE</p>	<p>DALHOUSIE UNIVERSITY. Department of Chemistry. Applications are invited from suitably qualified candidates for a staff position (tenure track) in Physical Chemistry. The approved appointment is at the Assistant Professor level, however, more senior individuals are encouraged to write expressing their interest. The position, available from July 1st, 1980 will be filled as soon as possible. Candidates who may be available from July 1st, 1981 are also invited to apply. In addition to being an excellent teacher, the successful candidate will be expected to initiate a vigorous and innovative research program. Excellent opportunities for research exist within the Department. Interested persons should submit a full curriculum vitae with the names of at least three referees, a statement of teaching experience and an outline of current and future research interests to: Professor W.E. Jones, Chairman, Department of Chemistry, Dalhousie University, Halifax, Nova Scotia, B3H 4J3. Phone: 902-424-3707.</p>
<p>UNIVERSITY OF ALBERTA. Faculty of Medicine, Division of Cardiology. Cardiac Rehabilitation Institute. Director. The University of Alberta, Faculty of Medicine (with Alberta Heritage Applied Cardiac Research funding), seeks a cardiologist with experience in Cardiac Rehabilitation, teaching and research, to head a cardiac rehabilitation referral centre. Please reply with curriculum vitae and names of three referees to: Dr. R.F. Taylor, Acting Director, Division of Cardiology, Department of Medicine, 6-124B Clinical Sciences Building, University of Alberta, Edmonton, Alberta, T6G 2G3.</p>	<p>BOTANY</p> <p>UNIVERSITY OF TORONTO. Department of Botany. Visiting Lectureship in Plant Physiology (Biophysics). Applications are invited for a one-year appointment to the faculty of the Department of Botany as a Visiting Lecturer. The successful candidate would normally have a Ph.D. and some postdoctoral experience, and would be expected to teach courses in the more biophysical aspects of plant physiology. The salary would be negotiable within the Assistant Professor range: \$17,400 - \$29,600. This position will be available after July 1, 1980. Further particulars can be obtained from Professor J. Dainty, Department of Botany, University of Toronto, Toronto, Ontario, M5S 1A1, Canada, to whom all applications and the names and addresses of three referees should be sent.</p>	<p>UNIVERSITY OF ALBERTA. Faculty of Business Administration and Commerce. Applications are invited for faculty positions from those with teaching and research interests in: accounting, management information systems, finance, management science, marketing, business policy, industrial relations and legal relations. Ph.D. or equivalent is desirable. Salary and rank depend on qualifications. Applications welcome until positions are filled. Appointments normally effective July 1st. Send resumé to: Dr. Roger S. Smith, Dean, Faculty of Business Administration and Commerce, University of Alberta, Edmonton, Alberta, T6G 2G1, Canada. The University of Alberta is an equal opportunity employer.</p> <p>SIMON FRASER UNIVERSITY. Department of Business Administration. Openings in the following areas subject to budgetary constraints: 1) Accounting; 2) Business Policy; 3) Finance (this appointment is a tenure stream position); 4) Economics; 5) MIS; 6) Management Science; 7) Marketing; 8) Organization Behaviour. Positions are at Lecturer, Assistant and Associate Professor levels; salary subject to negotiation. Ph.D. in hand or near completion, preference given to those eligible for employment in Canada at time of application. Duties include undergraduate and graduate teaching and research. Starting date: September 1, 1981 or otherwise by agreement. Send curriculum vitae and names of three referees to: (Miss) J. MacLellan, Secretary to the Chairman, Department of Business Administration, Simon Fraser University, Burnaby, British Columbia, V5A 1S6, Canada.</p>	<p>UNIVERSITY OF TORONTO. Department of Chemistry. Post-doctoral Research Positions. Applications are invited from qualified candidates for one-year appointments as Post-doctoral Research Fellows in the following fields: Bioorganic and bioinorganic chemistry, including enzyme catalysis, properties of biological membranes, microbe studies, biopolymers. Structural and synthetic organic chemistry, natural products, organometallic chemistry. Physical organic chemistry, including fast reactions in solutions, carbonium ion and free radical chemistry. Polymer chemistry, synthesis and photochemistry. Analytical chemistry, and applications to archaeological and environmental problems. Inorganic chemistry, synthesis, structure and reaction mechanisms, catalysis, metal atom synthetic chemistry and catalysis. Quantum chemistry, computer simulation of synthetic pathways. Photochemistry, organic and inorganic. Surface chemistry via ellipsometry and resonance raman studies, matrix isolation spectroscopy. Reaction dynamics and molecular energy transfer studied with chemical lasers, molecular beams, shock tubes, dye laser spectroscopy, mass spectrometry. Theoretical studies on reaction dynamics, intramolecular dynamics and laser-assisted chemistry. Picosecond laser spectroscopy and photophysics. Non-linear laser spectroscopy, coherence phenomena. NMR studies of molecular motion and structure. X-ray diffraction studies. Statistical mechanics of dense fluids, polymer chains, phase transitions, solids, liquids, chemical kinetics (depend for the first year will be \$11,700 minimum (depending on qualifications and experience), with the possibility of a one year renewal. Send curriculum vitae, transcripts and letters from three referees to the undersigned, from whom further particulars may be obtained. Professor K. Yates, Chairman, Department of Chemistry, University of Toronto, Toronto, Ontario, M5S 1A1, Canada.</p>
<p>UNIVERSITY OF ALBERTA. Faculty of Medicine, Division of Cardiology. Cardiac Catheterization Laboratories. Director. The Faculty of Medicine and the University of Alberta Hospital (with Alberta Heritage Applied Cardiac Research funding), are seeking an established clinical and research cardiologist for this position. Please reply with curriculum vitae and names of three referees to: Dr. R.F. Taylor, Acting Director, Division of Cardiology, Department of Medicine, 6-124B Clinical Sciences Building, University of Alberta, Edmonton, Alberta, T6G 2G3.</p>	<p>BUSINESS</p> <p>McMASTER UNIVERSITY. Faculty of Business. Applications are invited in the following areas: (i) Accounting, (ii) Business Policy, (iii) Finance, (iv) Marketing and International Business, (v) Management Information Systems, (vi) Production and Management Science. Rank depends on qualifications and experience; preferably at the Assistant or Associate Professor level. Visiting appointment is also possible. Ph.D. or DBA degree is expected, preferably with teaching and research experience. Duties include research and teaching at both graduate and undergraduate levels. Applicants for Management Information Systems, Production and/or Management Science will be expected to contribute to the Ph.D. program in these areas. Applicants in Marketing will have to teach courses in Introductory Marketing. International Business will include courses in In-</p>	<p>CHEMISTRY</p> <p>UNIVERSITY OF SASKATCHEWAN. Department of Chemistry and Chemical Engineering. Applications are invited from qualified candidates for appointments as Post-doctoral Fellows and Research Associates in the following fields of chemistry and chemical engineering: Quantum chemical calculations on conformational changes and chemical reactions; photochemistry and radiation chemistry of transition metal complexes; laser photochemistry; photophysics and spectroscopy; organometallic chemistry and organic reaction mechanisms, electron spin resonance studies of silicates and radicals, chemical reactions generated by ultrasound, dynamics of fast reactions using ultrasonic techniques, corrosion engineering, catalysis, production of liquid and gaseous fuels from coal. These positions are tenable initially for one year, renewable, at rates up to the maximum allowed by the NSERC grant regulations. Send curriculum vitae, transcripts and letters from three referees to the undersigned, from whom further particulars may be obtained. Professor A.R. Knights, Chairman, Department of Chemistry and Chemical Engineering, University of Saskatchewan, Saskatoon, Saskatchewan, S7N 0W0, Canada. Telephone: 306-343-2933.</p>	<p>LAURENTIAN UNIVERSITY. Department of Chemistry. Assistant Professor — Analytical Chemistry. Applications are invited for a position at the rank of Assistant Professor in Analytical Chemistry. This position will be initially a sessional appointment for 1980-81. Bilingual applicants are preferred. Applications consisting of a curriculum vitae, a list of publications and the names and addresses of three referees should be sent to: Dr. D. Goldsack, Chairman, Department of Chemistry, Laurentian University, Sudbury, Ontario, P3E 2C6.</p>
<p>ANTHROPOLOGY</p>	<p>BUSINESS</p>	<p>CHEMISTRY</p>	<p>CHEMISTRY</p>
<p>McMASTER UNIVERSITY. Department of Anthropology. The Department of Anthropology at McMaster University seeks to appoint a person at the Assistant Professor level beginning January 1, 1981. This is a tenure-track appointment. The candidate must be actively engaged in research in Canada and should hold the Ph.D. at the time of appointment. Appropriate candidates should have teaching and research interests among the following: anthropological theory, quantitative methods, research design, medical anthropology, symbolic anthropology. Candidates must be legally employable in Canada at the time of application. Inquiries, applications and letters from referees should be directed to David R. Counts, Chairman, Department of Anthropology, McMaster University, Hamilton, Ontario, L8S 4L9.</p>	<p>BUSINESS</p>	<p>UNIVERSITY OF SASKATCHEWAN. Department of Chemistry and Chemical Engineering. Applications are invited from qualified candidates for appointments as Post-doctoral Fellows and Research Associates in the following fields of chemistry and chemical engineering: Quantum chemical calculations on conformational changes and chemical reactions; photochemistry and radiation chemistry of transition metal complexes; laser photochemistry; photophysics and spectroscopy; organometallic chemistry and organic reaction mechanisms, electron spin resonance studies of silicates and radicals, chemical reactions generated by ultrasound, dynamics of fast reactions using ultrasonic techniques, corrosion engineering, catalysis, production of liquid and gaseous fuels from coal. These positions are tenable initially for one year, renewable, at rates up to the maximum allowed by the NSERC grant regulations. Send curriculum vitae, transcripts and letters from three referees to the undersigned, from whom further particulars may be obtained. Professor A.R. Knights, Chairman, Department of Chemistry and Chemical Engineering, University of Saskatchewan, Saskatoon, Saskatchewan, S7N 0W0, Canada. Telephone: 306-343-2933.</p>	<p>LAURENTIAN UNIVERSITY. Department of Chemistry. Assistant Professor — Analytical Chemistry. Applications are invited for a position at the rank of Assistant Professor in Analytical Chemistry. This position will be initially a sessional appointment for 1980-81. Bilingual applicants are preferred. Applications consisting of a curriculum vitae, a list of publications and the names and addresses of three referees should be sent to: Dr. D. Goldsack, Chairman, Department of Chemistry, Laurentian University, Sudbury, Ontario, P3E 2C6.</p>
<p>BIOCHEMISTRY/BIOCHIMIE</p>	<p>BUSINESS</p>	<p>CHEMISTRY</p>	<p>CLASSICS</p>
		<p>UNIVERSITY OF GUELPH. Department of Consumer Studies (Textiles). Assistant or Associate Professor. Doctorate related to Textile Chemistry. Undergraduate and graduate levels of teaching and research in textile chemistry as part of an interdisciplinary department of Consumer Studies. Salary negotiable. Apply to Dr. R.E. Vosburgh, Chairman, Department of Consumer Studies, University of Guelph, Guelph, Ontario, N1G 2W1. Appointment to commence 81.01.81 or 81.07.81. Applications accepted until position filled and subject to final budgetary approval.</p>	<p>CLASSICS</p>
		<p>UNIVERSITY OF ALBERTA. Faculty of Business Administration and Commerce. Applications are invited for faculty positions from those with teaching and research interests in: accounting, management information systems, finance, management science, marketing, business policy, industrial relations and legal relations. Ph.D. or equivalent is desirable. Salary and rank depend on qualifications. Applications welcome until positions are filled. Appointments normally effective July 1st. Send resumé to: Dr. Roger S. Smith, Dean, Faculty of Business Administration and Commerce, University of Alberta, Edmonton, Alberta, T6G 2G1, Canada. The University of Alberta is an equal opportunity employer.</p>	<p>CLASSICS</p>
		<p>SIMON FRASER UNIVERSITY. Department of Business Administration. Openings in the following areas subject to budgetary constraints: 1) Accounting; 2) Business Policy; 3) Finance (this appointment is a tenure stream position); 4) Economics; 5) MIS; 6) Management Science; 7) Marketing; 8) Organization Behaviour. Positions are at Lecturer, Assistant and Associate Professor levels; salary subject to negotiation. Ph.D. in hand or near completion, preference given to those eligible for employment in Canada at time of application. Duties include undergraduate and graduate teaching and research. Starting date: September 1, 1981 or otherwise by agreement. Send curriculum vitae and names of three referees to: (Miss) J. MacLellan, Secretary to the Chairman, Department of Business Administration, Simon Fraser University, Burnaby, British Columbia, V5A 1S6, Canada.</p>	<p>CLASSICS</p>
		<p>UNIVERSITY OF TORONTO. Department of Botany. Visiting Lectureship in Plant Physiology (Biophysics). Applications are invited for a one-year appointment to the faculty of the Department of Botany as a Visiting Lecturer. The successful candidate would normally have a Ph.D. and some postdoctoral experience, and would be expected to teach courses in the more biophysical aspects of plant physiology. The salary would be negotiable within the Assistant Professor range: \$17,400 - \$29,600. This position will be available after July 1, 1980. Further particulars can be obtained from Professor J. Dainty, Department of Botany, University of Toronto, Toronto, Ontario, M5S 1A1, Canada, to whom all applications and the names and addresses of three referees should be sent.</p>	<p>CLASSICS</p>
		<p>UNIVERSITY OF SASKATCHEWAN. Department of Chemistry and Chemical Engineering. Applications are invited from qualified candidates for appointments as Post-doctoral Fellows and Research Associates in the following fields of chemistry and chemical engineering: Quantum chemical calculations on conformational changes and chemical reactions; photochemistry and radiation chemistry of transition metal complexes; laser photochemistry; photophysics and spectroscopy; organometallic chemistry and organic reaction mechanisms, electron spin resonance studies of silicates and radicals, chemical reactions generated by ultrasound, dynamics of fast reactions using ultrasonic techniques, corrosion engineering, catalysis, production of liquid and gaseous fuels from coal. These positions are tenable initially for one year, renewable, at rates up to the maximum allowed by the NSERC grant regulations. Send curriculum vitae, transcripts and letters from three referees to the undersigned, from whom further particulars may be obtained. Professor A.R. Knights, Chairman, Department of Chemistry and Chemical Engineering, University of Saskatchewan, Saskatoon, Saskatchewan, S7N 0W0, Canada. Telephone: 306-343-2933.</p>	<p>CLASSICS</p>

tion: Assistant Professorship. Qualifications: Ph.D. and some experience in university teaching. Nature of Duties: Undergraduate courses in Latin, Greek and Classics in Translation. An ability to teach Archaeology or Ancient Near Eastern Studies desirable but not essential. Salary: Commensurate with experience. Apply to: The Head, Department of Greek and Roman Studies, University of Saskatchewan, Saskatoon, Saskatchewan, Canada, S7N 0W0. Electing Date of Appointment: 1 July 1981. Closing Date: When position is filled.

COMPUTER SCIENCE/ INFORMATIQUE

ROYAL MILITARY COLLEGE OF CANADA. Department of Computer Science. 1. The Royal Military College of Canada has two positions available at the Assistant Professor level. 2. Candidates must hold a Ph.D. in Computer Science or a closely related field with specialization in one or more of the following areas: programming languages and compilers, operating systems, data base management systems, digital communications and computer networks, logic design and interfacing, real time digital computer control systems, systems engineering, software engineering. 3. Duties will include computing centre support, teaching at the undergraduate and graduate (masters) level, and research. Eligibility for membership in the APEO and the ability to work in both official languages are definite assets. 4. Salary scales (1979-80): \$19,400 - \$28,500, depending on experience and qualifications. 5. Applications, including curriculum vitae and names of three referees, should be forwarded to: Dr. R. Benesch, ADP Director, Royal Military College of Canada, Kingston, Ontario, K7L 2W3. 6. Appointment date open. 7. When positions are filled.

ROYAL MILITARY COLLEGE OF CANADA. Département d'informatique. 1. Le Royal Military College of Canada offre deux postes au niveau de professeurs adjoints. 2. Les candidats devraient avoir obtenu le Ph.D. en sciences de l'ordinateur ou dans un champs associé. Les spécialités recherchées sont: les langages de programmation et les compilateurs, les systèmes d'opération, les systèmes de gestion des données, les communications en mode digital, les réseaux d'ordinateurs, la logique digitale et ses applications aux périphériques, le contrôle digital en temps réel, la conception des systèmes, la conception du logiciel. 3. Les tâches comprendront le support des activités du centre de calcul, l'enseignement au premier et deuxième cycle, et la recherche. La majorité du travail doit se faire en anglais mais la connaissance des deux langues officielles constitue un avantage ainsi que l'appartenance aux associations d'ingénieurs professionnels. 4. Echelle des salaires (1979-80): \$19,400 - \$28,500, dépendant de l'expérience et des qualifications. 5. Les applications accompagnées d'un curriculum vitae et des noms de trois personnes qui pourrissent fournir des références devraient être adressées à: Dr. R. Benesch, Directeur du P.A.D., Royal Military College of Canada, Kingston, Ontario, K7L 2W3. 6. Date de nomination: Ouvert. 7. Ouvert.

COMPUTING SCIENCE/ SYSTEMS ENGINEERING

CARLETON UNIVERSITY. Department of Systems Engineering and Computing Science. The Department of Systems Engineering and Computing Science has openings for preliminary, term and visiting appointments at the assistant and associate professor levels. Duties will include teaching and research at the undergraduate and graduate levels in one or more of the areas of programming languages, digital machine architecture, digital systems, microprocessors, computer communications, and associated hardware and software. Positions are subject to budgetary approval. Applicants should have a Ph.D. degree or equivalent, and should be eligible for registration as professional engineers in the province of Ontario. Applicants should be legally eligible to work in Canada for the period of the appointment. Letters of inquiry and application should be addressed to: The Chairman, Department of

Systems Engineering and Computing Science, Carleton University, Ottawa, Ontario, K1S 5S6.

UNIVERSITY OF REGINA. Faculty of Engineering. Assistant/Associate Professor required to teach classes in Systems Engineering programs and to assist in development of a proposed program in Electronic Information Systems Engineering. A strong background in communications and computer systems is required. Postgraduate education and industrial experience desired. A flexible individual with broad interests is best suited to this small faculty. Please send resumé and names of three referees to: Dean W.B.H. Cooke, Faculty of Engineering, University of Regina, Regina, Saskatchewan, S4S 0A2, Canada.

CRIMINOLOGY

SIMON FRASER UNIVERSITY. Criminology Department. 1. The Criminology Department, Simon Fraser University, has been authorized to invite applications in relation to four tenure-track positions and one visiting (or limited term) position which will be available for the academic year 1981-82. The Department has a well-established undergraduate program with some 400 majors. It also has a graduate program leading to the degree of M.A. The teaching faculty is multi-disciplinary and, at present, consists of some twenty full-time members. There are exceptional research opportunities (which include access to the Criminology Research Centre). 2. Ph.D. LL.B. or equivalent with experience and publications in criminology, law, or one of the social or behavioral sciences related to criminology. Preference will be given to candidates with Canadian research interests and/or with Canadian experience. 3. To undertake research and to conduct courses in one or more of the following areas: general criminology; Canadian criminal law, procedure and evidence and Canadian legal institutions; criminal justice administration and planning; criminological research and statistics; economic approaches to crime and criminal justice. 4. Dependent on qualifications and experience. The salaries and fringe benefits at Simon Fraser University are highly competitive. 5. Applications, including curriculum vitae and the names and addresses of at least three referees, to be sent to: Dr. Simon N. Verdun-Jones, Chairperson, Department of Criminology, Faculty of Interdisciplinary Studies, Simon Fraser University, Burnaby, British Columbia, V5A 1S6. 6. Appointed faculty may commence their duties on 1 September 1981. Applications will be accepted until 28 November 1980.

DANCE

YORK UNIVERSITY. Faculty of Fine Arts. Department of Dance. Seasonal full-time teaching position (rank to be determined): September 1, 1980 to April 30, 1981. To teach ballet at advanced levels of technical ballet repertoire. Duties include committee work and student advising. Preference to be given to candidates with professional and post-secondary experience. Position subject to budgetary approval. Apply to: Professor Yves L.-P. Cousineau, Chairman, Department of Dance, Faculty of Fine Arts, York University, 4700 Keele Street, (Toronto), Downsview, Ontario, M3J 1P3.

DENTISTRY

MCGILL UNIVERSITY. Faculty of Dentistry. Department of Oral Medicine/Oral Diagnosis. Full-time position available September 1980. A creative and innovative individual is sought who is academically oriented. Responsibilities include teaching (didactic, clinic, rounds) and participation in either ongoing or in independent research. Salary and rank commensurate with experience and education. Applicants must be prepared to meet the requirements for licensure in the Province of Quebec. Send curriculum vitae and bibliography to: Ed Shields, DDS, Ph.D., Chairman, Oral Medicine/Oral Diagnosis, Faculty of Dentistry, McGill University, 3640 University Street, Montreal, Quebec, H3A 2B2.

ECONOMICS

BRANDON UNIVERSITY. Department of Economics. Applications are invited for an initial three-year term appointment in Accounting and Business in the Department of Economics. Qualifications: C.A.; M.B.A. required. Ph.D. preferred, undergraduate work in Economics or related field; teaching experience. Duties: To develop an Accounting and Business stream within the Department; to develop and teach the courses in Accounting and Business; to establish liaison with departments in other post-secondary institutions. Rank and Salary: Negotiable depending on qualifications and experience. Date of Appointment: September 1, 1980, or as soon as possible thereafter. Applications: No deadline for applications; to be received until appointment is made. Please send curriculum vitae together with the names of three referees to: Dr. M. Blamir, Dean, Faculty of Arts, Brandon University, Brandon, Manitoba, R7A 6A9.

CARLETON UNIVERSITY. Department of Economics. Applications are invited for junior tenure-track positions in the fields of economic theory, monetary, international, urban and regional economics. Applications with c.v. and names and addresses of three referees should be sent to Professor T.K. Rymes, Chairman, Department of Economics, Carleton University, Ottawa, Ontario, K1S 5S6, Canada.

CARLETON UNIVERSITY. Department of Economics. Applications are invited for a senior position from candidates with distinguished research and teaching records in the fields of monetary, international, urban and regional economics. Applications with c.v. and names and addresses of three referees should be sent to Professor T.K. Rymes, Chairman, Department of Economics, Carleton University, Ottawa, Ontario, K1S 5S6, Canada.

CITY OF WINNIPEG. Department of Economics. Tenure-track position teaching at the undergraduate level. Preferred fields are Trade, History of Thought and Industry, Organization, but others will be considered. Ph.D. in hand or dissertation near completion is desirable. Salary and rank commensurate with qualifications and experience (the current floor for assistants is \$19,297 over twelve months). Send vitae and three letters of reference to Professor D. Jane Snidal, Chairman, Department of Economics, University of Winnipeg, 515 Portage Avenue, Winnipeg, Manitoba, R2B 2E9. Applications will be received until position filled.

EDUCATION

UNIVERSITY OF SASKATCHEWAN. College of Education. Department of Curriculum Studies. Language Arts Education. The College of Education invites applications for a full-time position in Language Arts Education (Junior High/Upper Elementary School Levels) in the Department of Curriculum Studies. Qualifications: Doctorate or near completion of doctoral program; successful teaching experience at the Junior High and Upper Elementary School level. Candidate should have a strong background in literature, course work in language and/or linguistics, and in composition or rhetoric. Responsibilities: 1) Teach undergraduate and graduate courses in the Language Arts; teach specific General Methods courses; supervise interns and student teachers. 2) Advise graduate students in the Language Arts. 3) Participate actively in in-service work. 4) Encourage and conduct research. Rank and Salary: Assistant Professor. Commensurate with experience and qualifications. Employment Date: July 1, 1981. Deadline: January 31, 1981. Apply to: Dr. J.L. Gajadharsingh, Head, Department of Curriculum Studies, College of Education, University of Saskatchewan, Saskatoon, Saskatchewan, S7N 0W0.

UNIVERSITY OF SASKATCHEWAN. College of Education. Department of Curriculum Studies. Language Arts Education. The College of Education invites applications for a one-year term appointment in Language Arts Education (Secondary School Level) in the Department of Curriculum Studies. Qualifications: Doctorate or near completion of doctoral program; successful teaching experience at the

Junior and/or High School level. Candidate should have a strong background in literature, course work in language and/or linguistics, and in composition or rhetoric. Responsibilities: 1) Teach undergraduate and graduate courses in the Language Arts; teach specific General Methods courses; supervise interns and student teachers. 2) Participate actively in in-service work. Rank and Salary: Assistant Professor. Commensurate with experience and qualifications. Employment Date: July 1, 1981. Deadline: January 31, 1981. Apply to: Dr. J.L. Gajadharsingh, Head, Department of Curriculum Studies, College of Education, University of Saskatchewan, Saskatoon, Saskatchewan, S7N 0W0.

UNIVERSITY OF SASKATCHEWAN. College of Education. Department of Curriculum Studies. Language Arts Education. The College of Education invites applications for a full-time position in Language Arts Education (Elementary School - Primary Level) in the Department of Curriculum Studies. Qualifications: Doctorate or near completion of doctoral program; successful teaching experience in the Elementary School especially at the primary level (K-3). Special consideration will be given to candidates who have training and experience in Language and Language Development, and/or Children's Literature, and/or Speech and Drama. Responsibilities: 1) Teach undergraduate and graduate courses in the Language Arts (Methods classes, Children's Literature, Education Drama or Speech); supervise interns and student teachers; and participate actively in in-service workshops within the province. 2) Advise graduate students in the Language Arts and/or Early Childhood Education. 3) Participate actively in in-service work. 4) Encourage and conduct research. Rank and Salary: Assistant Professor. Commensurate with experience and qualifications. Employment Date: July 1, 1981. Deadline: January 31, 1981. Apply to: Dr. J.L. Gajadharsingh, Head, Department of Curriculum Studies, College of Education, University of Saskatchewan, Saskatoon, Saskatchewan, S7N 0W0.

ENGINEERING-CHEMICAL

UNIVERSITY OF NEW BRUNSWICK. Department of Chemical Engineering. Research Associate in Chemical Engineering. Applications are invited for a position as Research Associate in Chemical Engineering. Position involves research and development work on a unique catalytic process for reducing sulfur dioxide emission from coal and oil fired boilers as well as part-time teaching at the undergraduate level. A Ph.D. in Chemical Engineering or the equivalent is desired. Candidates with a Ph.D. in Physical Chemistry or Physics will be considered equivalent. The appointment would be initially for a period of one year with renewal based on mutual satisfaction. Applicants should send curriculum vitae giving research interests and the names of three referees to: Dr. Frank R. Steward, Chairman, Department of Chemical Engineering, University of New Brunswick, P.O. Box 4400, Fredericton, New Brunswick, E3B 5A3, Canada.

UNIVERSITY OF SASKATCHEWAN. Department of Chemistry and Chemical Engineering. Applications are invited from qualified candidates for appointments as Post-doctoral Fellows and Research Associates in the following fields of chemistry and chemical engineering: Quantum chemical calculations on conformational charges and chemical reactions; photochemistry and radiation chemistry of transitional metal complexes; laser photochemistry; photophysics and spectroscopy; organometallic chemistry and organic reaction mechanisms; electron spin resonance studies of silicates and radicals; chemical reactions generated by ultrasound; dynamics of fast reactions using ultrasonic techniques; corrosion engineering; catalysis, production of liquid and gaseous fuels from coal. These positions are tenable initially for one year, renewable, at rates up to the maximum allowed by the NSERC grant regulations. Send curriculum vitae, transcripts and letters from three referees to the undersigned, from whom further particulars may be obtained. Professor A.R. Knight, Chairman, Department of Chemistry and Chemical Engineering, University of Saskatchewan, Saskatoon, Saskatchewan, S7N 0W0, Canada. Telephone: 306-343-2933.

<p>ENGINEERING-CIVIL</p> <p>UNIVERSITY OF ALBERTA. Department of Civil Engineering. Applications are invited for a faculty position in the area of water resources engineering. Duties include teaching undergraduate and graduate courses in hydraulic and water resources engineering and assisting with undergraduate courses in other areas of civil engineering. The successful applicant is expected to conduct research in his or her area of specialization. A Ph.D. and engineering experience are desirable. Salary and rank are dependent on qualifications. The position will be available after September 1, 1980. Submit application, including curriculum vitae, transcripts and names of three referees to: Dr. J.P. Verschuren, Chairman, Department of Civil Engineering, The University of Alberta, Edmonton, Alberta, T6G 2G7, Canada.</p>	<p>research. Doctorate degree required. Bilingualism (English and French) an asset. Applications, including curriculum vitae, details of experience and names of referees to be addressed to: Dr. A.S. Krausz, Chairman, Department of Mechanical Engineering, University of Ottawa, Ottawa, Ontario, K1N 6N5, Canada.</p>	<p>as possible after November 1, 1980. Duties will include teaching, research and public service in Food Chemistry and Processing. Excellent opportunity for research in conjunction with related government and private laboratories. A Ph.D. is preferred with salary and rank being dependant on qualifications and experience. Applicants are requested to supply a full curriculum vitae and names of three referees by November 1, 1980 to Dr. E.S. Humbert, Head, Department of Dairy and Food Science, University of Saskatchewan, Saskatoon, Saskatchewan, S7N 0W0.</p>	<p>ty of Alberta, Department of Industrial and Legal Relations in the Faculty of Business Administration and Commerce, invites applications for a full-time, tenure track position in Legal Relations. Applicants must hold the LL.B. or J.D. degree; further training in law or in a related discipline is highly desirable. The Department offers programs of study in both industrial and legal relations, the latter being a new and developing field in Canada which provides a broadly-based interdisciplinary approach to legal studies in business and society. The successful applicant will participate in course and program development. The position is available immediately. Applications should include a curriculum vitae and the names of at least three referees, and should be sent to Professor Michael Park, Department of Industrial and Legal Relations, 320 Athabasca Hall, The University of Alberta, Edmonton, Alberta, T6G 2G1, Canada. Telephone: 403-432-5367. The University of Alberta is an equal opportunity employer.</p>
<p>ENGINEERING-ELECTRICAL</p> <p>NOVA SCOTIA TECHNICAL COLLEGE. Department of Electrical Engineering. Faculty Positions. Applications are invited for both tenure track and temporary positions. A Ph.D. or equivalent qualification with experience in teaching, research and minimum qualifications. Preferred areas of specialization are digital communication systems, instrumentation and signal processing. Other areas of current interest are energy supply systems, computer control systems and bio-medical engineering. Rank and salary will be awarded according to qualifications and experience. Applications, including a summary of qualifications and experience should be sent to: Dr. O.K. Gashus, Department of Electrical Engineering, Technical University of Nova Scotia, P.O. Box 1000, Halifax, Nova Scotia, B3J 2X4. Applications will be accepted until positions are filled.</p>	<p>ENGLISH</p> <p>DALHOUSIE UNIVERSITY. Department of English. The English Department of Dalhousie University expects, subject to final budgetary approval, to make a senior appointment at the level of Professor beginning July 1, 1981. The successful applicant will be expected to undertake graduate supervision and teaching in Victorian poetry and criticism. The salary range (under negotiation) is at present between \$26,630 and \$44,034. Application should be made to Professor Rowland Smith, Chairman, Department of English, Dalhousie University, Halifax, Nova Scotia, B3H 3J5.</p>	<p>GEOLOGY/GEOLOGICAL SCIENCES</p> <p>UNIVERSITY OF NEW BRUNSWICK. Department of Geology. Applications are invited for a postdoctoral or research associate position working on mineral chemistry in sulfide deposits. Analytical work will involve the use of an energy dispersive micro-analytical facility (Kevex) on a S.E.M. Familiarity with micro-analytical methods of analyses of minerals is essential and a geological background would be an asset. The appointment will last for at least two years. Salary will be based on NSERC post-doctoral rates. Send resume and names of three references to Dr. D.J. Bachinski, Department of Geology, University of New Brunswick, P.O. Box 4400, Fredericton, New Brunswick, E3B 5A3.</p> <p>UNIVERSITY OF SASKATCHEWAN. Department of Geological Sciences. Geologist or Geological Engineer. The Department of Geological Sciences, University of Saskatchewan, has a faculty vacancy at the Assistant Professor level and at an effective date of January 1, 1981. Applicants should have a basic degree in the geological sciences or engineering and a Ph.D. or equivalent in the fields of either tectonophysics/geophysics or geochemistry/petrology. Applicants should be capable of teaching introductory classes in geology for engineers. Send applications to: Professor W.G.E. Caldwell, Head, Department of Geological Sciences, University of Saskatchewan, Saskatoon, Saskatchewan, S7N 0W0, Canada.</p>	<p>UNIVERSITY OF VICTORIA. Faculty of Law. Applications are invited for full-time positions in the Faculty of Law. Applicants should have graduate law training and law teaching experience or experience in the practice of law, government service or research. Duties will include teaching and research. Appointment date is July 1, 1981, with rank and salary negotiable. Applications should be sent to Dean Lyman R. Robinson, Faculty of Law, University of Victoria, P.O. Box 2400, Victoria, British Columbia, V8W 3A8.</p> <p>UNIVERSITY OF OTTAWA. Faculty of Law. Common Law Section. Applications are invited for positions in the Common Law Section subject to budget approval by the University. Although applications are not restricted to a particular area of law, we wish to further develop our curriculum in the areas of property and taxation in 1981-82. Salary and rank commensurate with qualifications and experience. Application should be made to Dean H.A. Hubbard, Faculty of Law, Common Law Section, University of Ottawa, Ottawa, Ontario, K1N 6N5.</p>
<p>ENGINEERING-MECHANICAL</p> <p>UNIVERSITY OF BRITISH COLUMBIA. Department of Mechanical Engineering. A tenure-track position is available for September 1, 1980 or July 1, 1981 in Acoustics or other field of Fluid Mechanics at the Assistant or possibly the Associate Professor level. Preference will be given to candidates with lecturing experience and the Ph.D. degree, high quality industrial experience. Facilities are available for research in Acoustical Aerodynamics, but candidates in other fields of Fluid Mechanics are strongly encouraged to apply. Salary will depend on qualifications and experience. Write to: Philip G. Hill, Head, Department of Mechanical Engineering, University of British Columbia, Vancouver, British Columbia, V6T 1W5, Canada.</p> <p>McGILL UNIVERSITY. Department of Mechanical Engineering. The Department of Mechanical Engineering, McGill University, and the Applied Physics Division of the Pulp and Paper Research Institute jointly announce a new opening for an Auxiliary Professorship at the level of a normal Senior Assistant/Junior Associate Professor's level, with commensurate salary. The Auxiliary Professor's main duties will be to develop a program in the field of Mechanical Engineering which will have applications in the pulp and paper industry; he is expected to supervise graduate students and teach at least once course in the area of his specialization. It is expected that applicants for this position will have a Ph.D. in Mechanical Engineering or Engineering Physics. Some experimental background in applied mechanics and industrial experience would be decided assets. Please send applications and names of 3 referees to: Professor M.P. Paldousis, Chairman, Department of Mechanical Engineering, McGill University, 817 Sherbrooke Street West, Montreal, Quebec, H3A 2K6, Canada.</p> <p>UNIVERSITY OF OTTAWA. Department of Mechanical Engineering. The expansion of the Department of Mechanical Engineering, University of Ottawa, has opened up new positions. Applications are invited for faculty positions from candidates with strong research interest in fluid mechanics, heat transfer, or in solid mechanics (preferably with fracture mechanics background). Salary and level of appointment according to qualifications. Duties to include undergraduate and graduate teaching and</p>	<p>ENVIRONMENTAL BIOLOGY</p> <p>UNIVERSITY OF GUELPH. Department of Environmental Biology. Plant Pathologist. The University of Guelph has one or more positions in plant pathology available within the Department of Environmental Biology. This multi-disciplinary department has programs in agriculture, entomology, plant pathology, applied microbiology, and weed science, with thirty (30) faculty and fifty-five (55) graduate students. Within plant pathology, there are major teaching responsibilities at both the undergraduate and graduate levels coupled with research and extension related to programs of the Ontario Ministry of Agriculture and Food. Currently there are eight (8) faculty and eighteen (18) graduate students in the plant pathology area. In making these appointments the department is anxious to strengthen its programs in teaching and in research in the horticultural, turf and field crops areas for which it has responsibilities. The department hopes to recruit plant pathologists with broad backgrounds and interested in teaching and in applied and basic research in such areas as biological and chemical control, genetic resistance to disease, virology and pest management. The position(s) will also carry a minor responsibility in extension. The appointment(s) will be made at the Assistant Professor level on a tenure track. Position is subject to final budgetary approval. Applications should be forwarded prior to December 31, 1980, to: Dr. F.L. McEwen, Department of Environmental Biology, University of Guelph, Guelph, Ontario, N1G 2W1, Canada.</p>	<p>HISTORY</p> <p>ROYAL ROADS MILITARY COLLEGE. Department of History. Applications are invited for an appointment at the Assistant Professor level commencing 1 September 1981. Salary will be commensurate with qualifications and experience. Candidates should hold a Ph.D. in history with interest and expertise in military history. Duties include research and undergraduate teaching in new degree program in "Military and Strategic Studies". Applications, including curriculum vitae and names of three references should be forwarded to Dr. E.S. Graham, Principal, Royal Roads Military College, FMO Victoria, British Columbia, V0S 1B0. Closing date for applications is December 1980. This position is open to both men and women.</p>	<p>MARKETING</p> <p>CONCORDIA UNIVERSITY. Faculty of Commerce and Administration. Department of Marketing. 1. Assistant, Associate or Full Professor. 2. Ph.D. in Marketing. 3. Teaching in undergraduate and graduate programmes, especially in Retailing, Sales Management, Consumer Behaviour, research and publication interests as expected. 4. Salary highly competitive. 5. Dr. V.H. Kirpalani, Acting Chairman, Department of Marketing, Faculty of Commerce and Administration, Concordia University, 1455 de Maisonneuve Boulevard West, Montreal, Quebec, H3G 1M8. 6. September, 1980 or after. 7. When positions filled.</p>
<p>McGILL UNIVERSITY. Department of Mechanical Engineering. The Department of Mechanical Engineering, McGill University, and the Applied Physics Division of the Pulp and Paper Research Institute jointly announce a new opening for an Auxiliary Professorship at the level of a normal Senior Assistant/Junior Associate Professor's level, with commensurate salary. The Auxiliary Professor's main duties will be to develop a program in the field of Mechanical Engineering which will have applications in the pulp and paper industry; he is expected to supervise graduate students and teach at least once course in the area of his specialization. It is expected that applicants for this position will have a Ph.D. in Mechanical Engineering or Engineering Physics. Some experimental background in applied mechanics and industrial experience would be decided assets. Please send applications and names of 3 referees to: Professor M.P. Paldousis, Chairman, Department of Mechanical Engineering, McGill University, 817 Sherbrooke Street West, Montreal, Quebec, H3A 2K6, Canada.</p> <p>UNIVERSITY OF OTTAWA. Department of Mechanical Engineering. The expansion of the Department of Mechanical Engineering, University of Ottawa, has opened up new positions. Applications are invited for faculty positions from candidates with strong research interest in fluid mechanics, heat transfer, or in solid mechanics (preferably with fracture mechanics background). Salary and level of appointment according to qualifications. Duties to include undergraduate and graduate teaching and</p>	<p>FINE ARTS</p> <p>SIMON FRASER UNIVERSITY. Women's Studies Program. Centre for the Arts. The Women's Studies Program and the Centre for the Arts at Simon Fraser University expect to make a tenure-track joint appointment at the rank of assistant professor for January 1981 or after. The candidate should have critical and theoretical interests in both Fine Arts and Women's Studies. Areas of specialization may include History of Modern Art, Film, History and Theory, historical and critical interests in the performing arts. The candidates should also have ability and experience in teaching general lower-level courses as well to teach existing courses and contribute to curriculum development in both interdisciplinary programs. Send application with a curriculum vitae and names of three referees to: Co-ordinator, Women's Studies Program, Simon Fraser University, Burnaby, British Columbia, V5A 1S6, by October 31, 1980. Appointment subject to budgetary approval.</p>	<p>LANGUES ROMANES</p> <p>UNIVERSITE DE L'ALBERTA. Faculté Saint-Jean. 1. Professeur adjoint, nomination conjointe Faculté Saint-Jean et Département des langues romanes. Université de l'Alberta. 2. Ph.D. Expérience dans l'enseignement supérieur et la recherche. Spécialisations préférées: linguistique appliquée et littérature/civilisation canadienne-française. 3. Enseignement (en langue française) aux 2e et 3e cycles, recherches, encadrement d'étudiants graduels. 4. Traitement selon l'expérience. 5. Envoyer curriculum vitae et noms de trois référents à: Dr. Morcos, doyen, Faculté Saint-Jean, 8406-91 St. Edmonton, Alberta, T6C 4G9. 6. 1er janvier ou 1er juillet, 1981. Sont exclues les restrictions budgétaires. Poste ouvert également aux hommes et aux femmes.</p>	<p>MATHEMATICS/MATHEMATIQUES</p> <p>UNIVERSITE LAVAL. Département de mathématiques. Professeur de statistique. Poste: Professeur à plein temps. Le rang académique et le salaire sont fonction de l'expérience. Fonctions: Enseignement aux trois cycles et recherche dans le domaine des probabilités et de la statistique. Participation du fonctionnement général du département spécialement dans le cadre d'un nouveau programme de baccalauréat spécialisé en statistique. Qualifications: Doctorat en statistique ou l'équivalent. On retiendra en priorité des candidats d'expérience mais les candidatures de nouveaux docteurs seront également recevables. Le candidat devra pouvoir enseigner en français ou pouvoir le faire à l'intérieur d'un délai raisonnable. Veuillez faire parvenir votre demande, accompagnée d'un curriculum vitae avant le 1er octobre, 1980 à: M. le doyen du département de mathématiques, Université Laval, Québec, Que., G1K 7P4.</p> <p>ROYAL ROADS MILITARY COLLEGE. Department of Mathematics. Applications are invited for an appointment at the Assistant Professor level commencing 1 September 1981. Salary will be commensurate with qualifications and experience. Candidates should hold a Ph.D. in Applied Mathematics or Computer Science, and be prepared to teach computer science and mathematics at the undergraduate level. A</p>
	<p>FOOD SCIENCE</p> <p>UNIVERSITY OF SASKATCHEWAN. Department of Dairy and Food Science. Applications are invited for the position of Assistant or Associate Professor in the field of Food Science. Position to be filled as soon</p>	<p>LAW</p> <p>UNIVERSITY OF ALBERTA. Department of Industrial and Legal Relations. The University</p>	

knowledge of the hardware aspects of computing would be a bonus. Research activity will also be required. Applications, including curriculum vitae and names and addresses of three referees, should be addressed to: Dr. E.S. Graham, Principal, Royal Roads Military College, FMO Victoria, British Columbia, V0S 1B0. Closing date for applications is 1 December, 1980. This position is open to both men and women.

MEDICINE

ONTARIO CANCER FOUNDATION. Windsor Clinic, Medical Oncologist. The Ontario Cancer Foundation Windsor Clinic invites applications for a full-time medical oncologist. Applicants must be able to practice in the Province of Ontario. Broad spectrum on malignant diseases in children and adults treated by radiotherapy and chemotherapy. Active participation in clinical trials. Expansion of clinic facilities is almost completed. Salary negotiable depending on previous experience and qualifications. Apply with three references to Dr. John H. Maus, Director, 2220 Kildare Road, Windsor, Ontario, N8W 2X3.

ONTARIO CANCER FOUNDATION. London Clinic. A position is available for full-time career scientist to work in the London Clinic of the Ontario Cancer Treatment and Research Foundation. This post in the laboratories of the Clinic requires a tumour immunologist with substantial post-doctoral experience, whose special area of expertise is the isolation (centrifugal elutriation) and characterization (assessment of immune activation status) of macrophages from animal and human tumours. In addition, she/he will be expected to develop studies on the in situ immune responses of tumour macrophages and their relationship to these effects to such malignant properties of tumour cells as growth, invasion, metastasis and response to therapy. It is expected that the successful appointee will have had substantial experience in a multidisciplinary basic cancer research laboratory and will be able to collaborate easily with other scientists and cancer clinicians. Salary scales and conditions of service are those of the Ontario Cancer Treatment and Research Foundation. Further information may be obtained from Dr. Haydn Bush, Director, The London Cancer Clinic, Victoria Hospital, South Street, London, Ontario, N6A 4G5.

UNIVERSITY OF TORONTO. Faculty of Medicine. 1) Department: Medical Genetics. 2) Title: Assistant professor. 3) Qualifications Required: Ph.D., M.D., or equivalent. A minimum of two years of postdoctoral research training and a strong background in molecular genetics, preferably in higher organisms, or in the application of molecular genetics to medical and related problems. 4) Nature of Duties: (a) To lead an independent research program in area of expertise; (b) to participate in teaching. The Department has responsibility in the teaching of a Molecular and Cell Biology Program at the undergraduate and graduate levels, and in Medical and Post-graduate Medical training. 5) Salary: Commensurate with experience. 6) Person to Whom Enquiries Should be sent: Dr. Andrew Becker, Department of Medical Genetics, University of Toronto, Toronto, Ontario, Canada, M5S 1A8. 7) Effective Date of Appointment: As soon as possible. 8) Closing Date for Receipt of Applications: October 30, 1980.

UNIVERSITY OF TORONTO. Faculty of Medicine. 1) University Department: Rehabilitation Medicine. Hospital Department: Medicine. 2) University Title: Lecturer. Hospital Title: Clinical Coordinator. 3) Qualifications Required: Bachelor's or higher degree in Occupational Therapy. Graduate of accredited programme in Occupational Therapy. Clinical expertise in Occupational Therapy. Experience in Administration and Supervision are required. 4) Nature of Duties: Supervision, coordination, and further development of the clinical component of the Bachelor of Science (Occupational Therapy) Programme. 5) Salary: Commensurate with experience. 6) Person to Whom Enquiries Should be sent: The Acting Director, Division of Occupational Therapy, Department of Occupational Therapy, University of Toronto, 256 McCaul Street, Toronto, Ontario, M5T 1W5. 7) Effective Date of Appointment: A.S.A.P. 8) Closing Date for Receipt of Applications: October 30, 1980.

UNIVERSITY OF TORONTO. Faculty of Medicine. 1) University Department: Medicine. Hospital Department: Medicine. 2) University Title: Assistant Professor or above commensurate with experience. Hospital Title: Staff Physician. 3) Qualifications Required: F.R.C.P. (C) or equivalent, previous research experience essential. 4) Nature of Duties: Pulmonary clinician-scientist, full-time academic position; 70% research, 30% undergraduate and post-graduate teaching and clinical responsibilities. 5) Salary: Commensurate with experience. 6) Person to Whom Enquiries Should be sent: Dr. C.R. Woolf, Toronto General Hospital, 101 College Street, CW 2-200, Toronto, Ontario, M5G 1L7. 7) Effective Date of Appointment: January 1, 1981. 8) Closing Date for Receipt of Applications: October 15, 1980.

UNIVERSITY OF ALBERTA. Department of Genetics. Research Associate in Mutagenesis. Person required for position of indefinite tenure for carrying out studies on mutagenesis and mutagen testing procedures with emphasis on the use of yeast. Ph.D. and background in genetics and biochemistry is necessary. Send curriculum vitae and the names of three referees to R.C. von Borstel, Chairman, Department of Genetics, University of Alberta, Edmonton, Alberta, T6G 2E9.

UNIVERSITY OF ALBERTA. Faculty of Medicine, Division of Cardiology. Experienced Academic Electrocardiographer. The Faculty of Medicine and the University of Alberta Hospital (with Alberta Heritage Applied Cardiac Research funding), are seeking a clinical research cardiologist with special experience in electrocardiopathy and invasive electrocardiography. Duties will include administration of the ECG lab, work with the ongoing development of computer assisted ECG interpretation, performance of intracardiac electrophysiologic studies and activities in the Pacemaker Clinic. Please reply with curriculum vitae and names of three referees to: Dr. R.F. Taylor, Acting Director, Division of Cardiology, Department of Medicine, 6-124B Clinical Sciences Building, University of Alberta, Edmonton, Alberta, T6G 2G3.

UNIVERSITY OF BRITISH COLUMBIA. Department of Medical Genetics. Assistant Professor Immunogenetics. The Department of Medical Genetics of the University of British Columbia invites applications for a tenure-track faculty appointment from individuals with a background in immunogenetics. Experience in the genetics of cellular response is desirable. Applicants should send a up-to-date c.v. and the names of three referees, before November 1, 1980, to: Dr. P.A. Baird, Head, Department of Medical Genetics, No. 235 — 5804 Fairview Crescent, The University of British Columbia, Vancouver, British Columbia, V6T 1W5. Applications should be sent to the University of British Columbia offers equal opportunity for employment to qualified male and female candidates.

UNIVERSITY OF ALBERTA. Faculty of Rehabilitation Medicine. Department of Physical Therapy. Physical Therapists are invited to apply for a tenurable position in the Faculty of Rehabilitation Medicine. The applicant must have demonstrated expertise in two of the following areas: 1) Electrotherapy, 2) Exercise Therapy, 3) Orthopaedics, including Manual Therapy. Faculty members are expected to undertake research. Preference will be given to an applicant with a graduate degree. Date of commencement — July 1st, 1981; an earlier date may be negotiable. Applications should include a curriculum vitae, with names of three referees. Last date of application, October 1st, 1980. University of Alberta is an equal opportunity employer. Applications to: Chairman, Department of Physical Therapy, Faculty of Rehabilitation Medicine, University of Alberta, Edmonton, Alberta, T6G 2G4.

UNIVERSITY OF BRITISH COLUMBIA. Department of Medical Genetics. Internist-Geneticist. The Department of Medical Genetics of the University of British Columbia, invites applications for a tenure-track faculty appointment from individuals with a background in internal medicine and genetics. The suitable candidate will be requested to direct clinical services for the department. The position is available July 1, 1981. Applicants should send a up-to-date c.v. plus the names of three referees, before October 1980, to: Dr. P.A. Baird, Head, Department of Medical Genetics, No. 235 — 5804 Fairview Crescent, The University of British Columbia, Vancouver, British Columbia, V6T 1W5, Canada. The University of British Columbia offers equal opportunity for employment to qualified male and

female candidates.

ONTARIO CANCER FOUNDATION. KINGSTON CLINIC. Ph.D. Biostatistician — Senior Position. Clinical Trials Unit, National Cancer Institute of Canada. Relevant experience desirable. Academic appointment available. Salary up to \$30,000. Resumé and three letters of reference to: Dr. J. Pater, Ontario Cancer Foundation, Kingston Clinic, King Street West, Kingston, Ontario, Canada, K7L 2V7.

UNIVERSITY OF ALBERTA. Department of Surgery. The Department of Surgery of the University of Alberta invites applications for a position as an Assistant Professor. The applicant should be a biochemist with experience in Collagen Chemistry and also should have a Ph.D. and teaching experience. Salary commensurate with qualifications and experience. Applicants should send a curriculum vitae and names of three references to: Dr. H.T.G. Williams, Professor and Chairman, Department of Surgery, 11-105 Clinical Sciences Building, University of Alberta, Edmonton, Alberta, T6G 2G3. Closing date for receipt of applications: October 31, 1980.

MUSIC

UNIVERSITY OF WESTERN ONTARIO. Faculty of Music. Department of Music History. Position: Assistant Professor, subject to the availability of funds. 2) Qualifications: Ph.D. in Musicology; training and interest in European music of the Baroque Era and the music of the indigenous peoples of North America. 3) Duties: Undergraduate and graduate teaching; research. 4) Salary: Assistant Professor, from \$18,500. 5. Apply to: Dr. Philip Downs, Acting Chairman, Department of Music History, The University of Western Ontario, London, Ontario, N6H 3K7. 6. Position Commencing: 1 July 1981. 7. Close of Applications: 15 November 1980 or when position is filled.

OCEANOGRAPHY

DALHOUSIE UNIVERSITY. Department of Oceanography. Geophysicist. Dalhousie University, Department of Oceanography is seeking applications for a tenure track assistant professorship. The person appointed will be expected to develop a strong research programme (for which funding opportunities exist through the N.S.E.R.C. Strategic Grants in Oceanography) and to teach and supervise graduate students in topics including marine geophysics. No particular preference for field of research except to avoid duplication of current programmes in paleomagnetism and geochronology. The Oceanography Department actively cooperates with the Geology Department of Dalhousie University and the Bedford Institute of Oceanography of the federal government. Applications with c.v.'s and names of three referees should be sent before October 1, 1980 to Dr. C. Beaumont, Chairman, Search Committee, Department of Oceanography, Dalhousie University, Halifax, Nova Scotia, B3H 4J1, Canada. Persons considering application are urged to contact the Department by telephone (902-424-3557/3779) or telex (019-21863, Attention: Oceanography).

PHARMACOLOGY/PHARMACY

UNIVERSITY OF SASKATCHEWAN. College of Pharmacy. Ambulatory Care Clinical Pharmacy Faculty Position. Applications are invited for a faculty position in Clinical Pharmacy. Candidates should possess a Pharm.D. or M.Sc. in Clinical Pharmacy with experience in ambulatory care setting. The appointment will be at the Assistant Professor level. The successful applicant will be expected to participate in both undergraduate and graduate classes in clinical pharmacy and therapeutics, serve as a clinical pharmacy practitioner in the ambulatory care setting and collaborate in the development of research activities in this area of specialization. The position is available as soon as possible. Applications should be forwarded, together with a curriculum vitae and the names of three referees, by 1 October 1980, to: Dean B.R. Schnell, College of Pharmacy, University of

Saskatchewan, Saskatoon, Saskatchewan, S7N 0W0, Canada.

DALHOUSIE UNIVERSITY. Department of Pharmacology. Assistant Professorship in tenure stream. Highly experienced persons may be appointed at a higher rank. Applicants should have a Ph.D. or M.D. degree with several years post-doctoral experience, a proven record of independent research and quality publications in pharmacology or cardiac drugs. Exceptional applicants having different research interests will be considered. Ability to interact with colleagues of different interests is important. Light teaching load at various levels of medical, dental, pharmacy and science curriculum. Applications should be sent to: Dr. Peter E. Dresel, Professor and Head, Department of Pharmacology, Dalhousie University, Halifax, Nova Scotia, B3H 4H7.

PHYSICS

UNIVERSITY OF BRITISH COLUMBIA. Department of Physics. A research associate or POF position is expected to become available in the Plasma Physics Group. Preferred field of interest is experimental plasma dynamics or laser plasma interactions. For further details, contact B. Ahlborn, Department of Physics, University of British Columbia, Vancouver, British Columbia, V6T 1W5.

POLITICAL ECONOMY

UNIVERSITY OF TORONTO. Department of Political Economy. Associate Professors of Economics (up to three positions, subject to budgetary approval). Candidates must have a promising academic record and must have made significant contributions to their fields. Fields of specialization are open. Salary negotiable. The position is in the tenure stream. Interested candidates should write by January 15, 1981 providing curriculum vitae and the names of three referees, to: T.A. Witson, Director of Economics, Department of Political Economy, University of Toronto, Toronto, Ontario, M5S 1A1, Canada.

UNIVERSITY OF TORONTO. Department of Political Economy. Visiting Appointments in Economics. Visiting appointments throughout the professional range may be available for established scholars on a full-time or part-time basis. Fields of specialization are open. Salaries commensurate with rank and qualifications. Interested candidates should write by February 15, 1981 providing curriculum vitae and the names of three referees to: T.A. Witson, Director of Economics, Department of Political Economy, University of Toronto, Toronto, Ontario, M5S 1A1, Canada.

UNIVERSITY OF TORONTO. Department of Political Economy. Assistant Professors of Economics (up to five positions, subject to budgetary approval). Teach chiefly in the mainstream of the undergraduate curriculum; three to five year term. Fields of specialization are open. Appointments may be made on the Erindale College campus, the Scarborough College campus and/or the central campus. Ph.D. required. Salary commensurate with qualifications. Interested candidates should write by January 15, 1981 providing curriculum vitae and the names of three referees, to: T.A. Witson, Director of Economics, Department of Political Economy, University of Toronto, Toronto, Ontario, M5S 1A1, Canada.

POLITICAL SCIENCE

ROYAL ROADS MILITARY COLLEGE. Department of Political Science. Applications are invited for an appointment at the Assistant Professor level commencing 1 September 1981. Salary will be commensurate with qualifications and experience. Candidates should hold a Ph.D. in Political Science with interest and expertise in strategic affairs. Duties include research and undergraduate teaching in new degree program in "Military and Strategic Studies". Applications, including curriculum vitae and three references should be forwarded to Dr. E.S. Graham, Principal, Royal Roads Military College, FMO Victoria, British Columbia, V0S 1B0. Closing date for applications is 1 September 1980. This posi-

<p>tion is open to both men and women.</p> <p>CONCORDIA UNIVERSITY. Department of Political Science. Applications are invited for a full-time positions at the Assistant level. Applicants should have completed the Ph.D. have teaching experience and an established publication record. Expertise is sought in the area of methodology and one or more of the following areas: urban politics (Canada/Quebec); political thought; international relations; Canadian provincial politics. A knowledge of the Quebec milieu and the French language is desirable. Candidates would be expected to teach at both the graduate and undergraduate levels. Send full curriculum vitae and the names of three referees to Dr. Everett M. Price, Chairman, Department of Political Science, Concordia University, 7141 Sherbrooke Street West, Montreal, Quebec, H4B 1R6. Deadline for application: when position is filled.</p> <p>CONCORDIA UNIVERSITY. Department of Political Science. Applications are invited for two full-time positions at the Assistant or Associate level commencing 1980, subject to budgetary approval. Applicants should have completed the Ph.D., have teaching experience and a firmly established publication record. Expertise is sought in the areas of public policy and public administration, with emphasis on Quebec and Canada. A knowledge of the Quebec milieu and the French language is desirable. Candidates would be expected to teach at both the graduate and undergraduate levels. Send full curriculum vitae and names of three referees to Dr. Everett M. Price, Chairman, Department of Political Science, Concordia University, 7141 Sherbrooke Street West, Montreal, Quebec, H4B 1R6. Deadline for applications: when positions are filled.</p>	<p>of recommendation, and transcripts sent as soon as possible to: Dr. E. Jastrzebski, Department of Psychology, St. Thomas More College, 1437 College Drive, Saskatoon, Saskatchewan, S7N 0W6.</p> <p>UNIVERSITY OF WESTERN ONTARIO. Department of Psychology. The Department is seeking to fill a tenure track position at the assistant professor level in the general area of applied psychology, preferably in clinical or counselling psychology. Candidates with demonstrated strengths in any area of applied research specialization are invited to apply. Ability to teach marital and family therapy and/or group counselling is desirable but not essential. The position is effective July 1, 1981. Appointment is subject to the availability of funds. Send vitae, representative publications, and at least three letters of recommendation to: Dr. W.J. McClelland, Chairman, Department of Psychology, University of Western Ontario, London, Ontario, Canada, N6A 5C2.</p>	<p>SURVEY SCIENCE</p> <p>UNIVERSITY OF TORONTO. Erindale Campus. Survey Science. The University of Toronto invites applications for a senior tenured appointment in geodesy at the rank of full professor. The successful candidate is expected to participate fully in the Survey Science Programme at the Erindale Campus by assuming major responsibility for the teaching of undergraduate courses in geodesy and geodesy-related topics and for the development of a research capability in geodesy and accompanying graduate courses. Applicants for this position must have a Ph.D. in geodesy, physics, geophysics, or related field, at least six years teaching experience in geodesy at both the undergraduate and graduate levels, several years experience in the supervision of graduate students within a university programme of graduate studies, and a well-established research record in geodesy, supported by on-going research grants and ample publication in geodesy and geodesy-related subjects. The anticipated date of commencement of this appointment is July 1, 1981. A curriculum vitae and list of three referees must accompany each application. Applications are to be submitted to the Discipline Representative, Survey Science, 3106 South Building, Erindale Campus, University of Toronto, Mississauga, Ontario, L5L 1C6, no later than September 30, 1980.</p>	<p>Boulevard, Vancouver, British Columbia, V6T 2A9, Canada. The expected date of appointment is either January 1, 1981 or July 1, 1981, subject to budgetary approval. Closing date for application is when position is filled.</p> <p>MISCELLANEOUS</p> <p>QUEEN'S UNIVERSITY. French Department. In October 1981, the French Department of Queen's University (Kingston, Ontario) will hold an international conference on the subject of Parody in literature and the arts, with participants from France, the United States and Canada. For information, write to: Dr. Clive Thomson, French Department, Queen's University, Kingston, Ontario, Canada, K7L 3N6.</p> <p>NOVA SCOTIA. furnished country home in Sunny Brae, lovely village atmosphere, 100 miles north of Halifax. Rent negotiable. Occupancy September 1, 1980. Superb location for professor on sabbatical leave, writer or somebody who wants to get away from it all. Contact Professor Jane Evans, 122 Lakeshore Road no. 46, St. Catharines, Ontario, L2N 6N6. (416) 935-9065.</p>
<p>PSYCHOLOGY</p> <p>UNIVERSITY OF WINNIPEG. Department of Psychology. Assistant Professor, Industrial/Organizational Psychology and Related Areas (Social/Organizational, Experimental/Organizational, etc.). Applications are invited for a tenure-track position with a starting date of September 1981. Ph.D. required. Research and teaching experience desirable. The successful candidate will be expected to teach three courses per semester in the Industrial/Organizational area as well as participate in the University's non-degree programmes related to the I/O field. Salary is competitive. Preference will be given to applicants who are eligible for employment in Canada at the time of application. Applicants should send a vitae and three letters of reference to: Dr. Hinton Bradbury, Department of Psychology, University of Winnipeg, 515 Portage Avenue, Winnipeg, Manitoba, R3B 2E9, Canada.</p>	<p>RELIGIOUS STUDIES/ THEOLOGY</p> <p>EMMANUEL COLLEGE. Chair of Systematic Theology. A Theological College of the United Church of Canada, a member college of the Toronto School of Theology, Chair of Systematic Theology. A doctoral degree in Systematic Theology is required. Rank and salary commensurate with qualifications. Vacancy: July 1, 1981. Interested persons may apply with resumé to the Chairman of the Academic Appointments Committee, Rev. Donald H. Parr, 32 Main St. N., Markham, Ontario, L3P 1X5.</p>	<p>VETERINARY MEDICINE</p> <p>UNIVERSITY OF SASKATCHEWAN. Western College of Veterinary Medicine. Department of Veterinary Physiological Sciences. Tenurable position. Responsibility for (i) supervision of a toxicology service laboratory, (ii) instructing in toxicology and pharmacology classes, (iii) developing an active research program in a relevant area of Toxicology. Candidates should have a D.V.M. degree and be eligible for licensure in Saskatchewan. A Ph.D. in Toxicology is required. Rank and salary commensurate with qualifications and experience. Date of appointment, September 1, 1980 or as soon as possible thereafter. Apply with curriculum vitae and three references to Dr. J.G. Manns, Department of Veterinary Physiological Sciences, Western College of Veterinary Medicine, University of Saskatchewan, Saskatoon, Saskatchewan, S7N 0W0.</p>	<p>LATE ADS</p> <p>UNIVERSITY OF ALBERTA. Department of Psychology. Applications are invited for a seasonal instructor to teach, as a one-year leave replacement, undergraduate courses comprising introductory, social and abnormal psychology, and behavior genetics. From September 30, 1980 to April 30, 1981. Dependent upon qualifications, the stipend for this seasonal appointment is in \$14,000 to \$15,000 range. Applications should be addressed to: Dr. J. Browne, Department of Psychology, P-220 Biological Sciences Centre, The University of Alberta, Edmonton, Alberta, T6G 2E9. This competition is open to all qualified male and female applicants.</p> <p>UNIVERSITY OF ALBERTA. Department of Psychology. Experimental Social Psychology. The Department of Psychology invites applications for a tenurable appointment in experimental social psychology at the Assistant Professor level (salary range - 1980/81-\$21,269-\$31,257). Preference will be given to persons with demonstrated research competence in memory, decision making, or information processing. Candidates should send a curriculum vitae, transcripts, three letters of reference, and a statement of their teaching and research interests to Michael E. Enzle, Chairman, Social Area Search Committee, Department of Psychology, University of Alberta, Edmonton, Alberta, Canada, T6G 2E9. The appointment is for July 1, 1981. Applications are encouraged before November 15, 1980. Interviews are anticipated in December, but applications may be made until March 15, 1981. An equal opportunity employer.</p>
<p>UNIVERSITY OF LETHBRIDGE. Department of Psychology. Position at the Assistant Professor level. 2. Qualifications: Ph.D. required. Preference will be given to those with combined experimental and applied teaching and research interests. 3. Duties: Teaching undergraduate courses and research. 4. Salary: \$22,004 - \$26,400. 5. Applications: Applications including a curriculum vitae, transcripts and three letters of reference should be sent to: The Chairman, Department of Psychology, The University of Lethbridge, 4401 University Drive, Lethbridge, Alberta, T1K 3M4. 6. Effective Date: Tenure stream position, July 1, 1981. 7. Closing Date: When position is filled.</p>	<p>SOCIOLOGY</p> <p>UNIVERSITY OF ALBERTA. Department of Sociology. Applications are invited for a tenure stream Assistant Professor position, effective January 1, 1981 or July 1, 1981. Specialization in Complex Organization, Criminology, Mass Communications preferred and other areas considered. Ph.D. and Canadian experience required. The University of Alberta is an equal opportunity employer. Forward applications, including curriculum vitae and names of three referees by 3 October 1980 to Dr. Robert Silverman, Chair, Department of Sociology, The University of Alberta, Edmonton, Alberta, T6G 2H4.</p>	<p>WOMEN'S STUDIES</p> <p>SIMON FRASER UNIVERSITY. Women's Studies Program. Centre for the Arts. The Women's Studies Program and the Centre for the Arts at Simon Fraser University expect to make a tenure-track joint appointment at the rank of assistant professor for January 1981 or later. The candidate should have critical and theoretical interests in both Fine Arts and Women's Studies. Areas of specialization may include History of Modern Art, Film History and Theory, or historical and critical interests in the performing arts. The candidates should also have ability and experience in teaching general lower-level courses as well as specialized upper-level courses in Women's Studies. The candidate would be expected to teach existing courses and contribute to curriculum development in both interdisciplinary programs. Send application with a curriculum vitae and names of three referees to: Co-ordinator, Women's Studies Program, Simon Fraser University, Burnaby, British Columbia, V5A 1S6, by October 31, 1980. Appointment subject to budgetary approval.</p>	<p>UNIVERSITY OF BRITISH COLUMBIA. Department of Soil Science. A teaching and research position is open at the Assistant Professor level in the area of Soil and Water Conservation. The position will require teaching of Soil and Water Conservation at the undergraduate and graduate levels and development of a program in soil management. Research will be in the area of soil conservation and management in both agriculture and forestry. Applicants must hold a Ph.D. degree with a background in soil conservation, soil physics, biometeorology (agrometeorology), computer technology and soil management. The position is available immediately. Forward curriculum vitae and names of three referees to: Chairman, Search Committee, Department of Soil Science, University of British Columbia, 2357 Main Mall, Vancouver, British Columbia, V6T 2A2. Closing Date: October 31, 1980 or until position is filled.</p>
<p>ST. THOMAS MORE COLLEGE. UNIVERSITY OF SASKATCHEWAN. Department of Psychology. Applications are invited for a tenure stream appointment at the Assistant Professor level for the 1981-82 academic year. Preference will be given to candidates with a Ph.D. and some teaching experience, with specialization in Developmental Psychology and skills in one other area. Primary duties will involve undergraduate teaching with an opportunity for research and teaching and supervision of graduate studies. The floor of the salary scale for Assistant Professor, is \$19,519 (1979-80). There is also opportunity for teaching intersession or summer school classes. St. Thomas More College is a Catholic College of Arts and Science federated with the University of Saskatchewan. Its professors are members of the faculty of the College of Arts and Science, with some also being members of the faculty of the College of Graduate Studies of the University of Saskatchewan. Interested persons should arrange to have a curriculum vitae, 3 letters</p>	<p>SOIL SCIENCE</p> <p>UNIVERSITY OF ALBERTA. Department of Statistics and Applied Probability. The Department of Statistics and Applied Probability, University of Alberta, anticipates both tenure track and visiting appointments which may be made in any area of statistics or applied probability. Appointments may be at the made starting January 1, or July 1, 1981 at the assistant or possibly at the associate level. Interested individuals should send a vitae with the names of three referees to: Dr. J.R. McGregor, Department of Statistics, University of Alberta, Edmonton, Alberta, T6G 2G1, Canada.</p>	<p>ZOOLOGY</p> <p>UNIVERSITY OF BRITISH COLUMBIA. Department of Zoology. Applications are invited for the position of Assistant Professor in the Department of Zoology, University of British Columbia. The successful applicant will be expected to teach and to undertake a strong experimental research programme in developmental and molecular biology. Salary commensurate with experience. Curriculum vitae and the names of 3 referees should be submitted to Dr. G.G.E. Scudder, Head, Department of Zoology, University of British Columbia, No. 2354-6270 University</p>	<p>UNIVERSITY OF GUELPH. Department of Sociology and Anthropology. The Department of Sociology and Anthropology of the University of Guelph has been authorized to invite applications for a probationary appointment beginning September 1, 1981, at the rank of Assistant Professor. Specialization sought is in the area of Deviance, Criminology, and Criminal Justice. Appropriate academic qualifications are required; among qualified applicants, a primary consideration will be commitment to undergraduate teaching. Offer of appointment is subject to final budgetary approval. Applications should be sent to: Dr. Wayne E. Thompson, Professor and Chairman, Sociology and Anthropology, University of Guelph, Guelph, Ontario, N1G 2W1.</p> <p>UNIVERSITY OF GUELPH. Department of</p>

Economic benefits...from p. 32

dependently. The Council does not deal with the point at all. In its section on "The Treatment of Women" while recognizing that large numbers of women are not adequately provided for at present, it states that it would be "presumptuous" of it to make any recommendations at this time since its background studies were not adequate for that purpose and

...some of the problems can be traced to wider questions concerning the position of women in the economy in general.

They do, however, recommend that family allowance recipients be permitted to drop out the years when their children are under seven for purposes of CPP calculations. They also discuss, without making recommendations, some of the possible alterations that might be made in pension rules to provide for survivors, marriage breakup etc. The Senate Committee recommends that survivor benefits be required in pension plans and that there be equal sharing

of pension benefits between spouses.

Plan administration

CAUT did not make any recommendations with respect to pension plan administration and disclosure. The Council recommends that pension benefit acts should require representation of plan beneficiaries as well as of sponsors on advisory committees and that beneficiaries should be entitled to full disclosure which would include the plan text, portfolio composition, actuarial evaluations and individual benefit statements, along the lines already recently provided for in Quebec. The Senate Committee also supports full disclosure and recommends certain disclosures with respect to RRSPs.

*Vesting indicates an ownership right to contributions made, or benefits purchased, by an employer. An employee is always entitled to his own contributions, but partial or full vesting of employer contributions usually depends on length of service.



Canadian Association for the Prevention of Crime Société canadienne pour la prévention du crime

CALL FOR PAPERS

TOPIC: "Crime prevention and the Responsible Community" for the Canadian Congress on the Prevention of Crime to be held July 12-17, 1981 in Winnipeg, Manitoba. Papers, panel proposals or reports on creative and innovative activities should target the responsibility of the following groups in crime prevention: educators, the business community, urban planners, social agencies, religious organizations, as well as components of the Criminal Justice System. Relevant academic papers not expressly directed to the Congress theme should also be forwarded for consideration.

CONTACT: The Manitoba Society of Criminology, P.O. Box 337, Winnipeg, Manitoba, R3C 2H6

DEADLINE: November 1, 1980.

Zoology. The Department of Zoology offers a faculty position at the assistant or associate professor rank for a wildlife biologist. The successful applicant will be expected to teach undergraduate courses including wildlife management and biology. Candidates must have at least 2 years post-doctoral experience and will be expected to develop a research and graduate program. Position to be filled by May 1, 1981 subject to final budgetary approval. Application, including a curriculum vitae with the names of three referees should be sent to: The Chairman, Department of Zoology, College of Biological Science, University of Guelph, Guelph, Ontario, N1G 2W1.

UNIVERSITY OF MANITOBA. Agricultural Economics. Position: Assistant Professor of Agricultural Economics, with particular emphasis on business management (tenure stream position). Responsibilities: Teaching, research, and public service in business management. Undergraduate and graduate teaching as required. Development of research and public service programs individually and in co-operation with academic staff in Agricultural Economics and other disciplines. Qualifications: Ph.D. in Agricultural Economics (or equivalent), with thorough training in economic theory, modern quantitative methods, and agricultural or farm business management. Some teaching and research experience, as well as some knowledge of Canadian agriculture desirable. Canadian citizens, permanent residents, and others eligible for employment in Canada at the time of application are especially encouraged to apply. Salary: Negotiable. Commensurate with training and experience. Date available: October 1, 1980. Closing Date: When position filled. Application: Enquiries and applications (including names of three references) should be submitted to: Dr. E.W. Tyrchewicz, Professor and Head, Department of Agricultural Economics, University of Manitoba, Winnipeg, Manitoba, R3T 2N2.

SIMON FRASER UNIVERSITY. Department of History. The Department of History at Simon Fraser University is seeking candidates for the following position. This position is subject to budgetary constraints. Preference is given to applicants who are eligible for employment in Canada at the time of application. Appointment to begin September 1, 1981. An Assistant or possibly Associate Professor, tenure-track appointment in Canadian history, Ph.D. preferred. Salary commensurate with qualifications. Submit curriculum vitae and have at least three referees send letters to Dr. Hugh Johnston, Chairman, Department of History, Simon Fraser University, Burnaby, B.C. V5A 1S6. Applications should be submitted as soon as possible and will be entertained until a suitable candidate is appointed.

UNIVERSITY OF WATERLOO. School of Architecture. Applications are being accepted for the position of Director, School of Architecture. Qualifications required include expertise and experience in teaching design, administrative experience within a University context, and the ability to promote a high standard of scholarship and criticism in the School. Duties include ad-

ministration of the School, teaching, and scholarly/creative work. Salary is negotiable. Inquiries and applications should be sent to Peter C. Broder, Executive Assistant to the Dean, Faculty of Environmental Studies, University of Waterloo, Waterloo, Ontario, N2L 3G1. This appointment commences July 1, 1981. Closing date for receipt of applications is October 31, 1980.

UNIVERSITY OF WATERLOO. Faculty of Environmental Studies. Methods and Design Area. Applications are being accepted for the position of Assistant Professor to teach and conduct research in the following areas applied to Environmental Studies. Qualifications include: strong basis in statistical methodology applied to environmental studies research; familiarity with the application of general computer statistical and simulation packages; proficiency in one or more computer programming languages. Should possess fundamental understanding and experience in applied computer graphics or cartography. Duties include: developing, revising and teaching methods and design courses in Environmental Studies, primarily at the undergraduate level; assisting in revision and development of Methods and Design Area academic programs - especially in computer graphics area; assisting the Director in supervision of Methods and Design Area; advising faculty, staff and students in application of methods and assisting them with design specification of methods components of grant and contract proposals; conducting personal research via usual grant/contract competitions. Salary range is \$19,800-\$25,800. Those interested should send applications to: Director, Methods and Design Area, Faculty of Environmental Studies, University of Waterloo, Waterloo, Ontario, N2L 3G1. Effective date of appointment is May 1, 1981. This is a definite term appointment and may be renewed. Appointment will be subject to the availability of funds. Closing date for receipt of applications is September 30, 1980. First consideration will be given to those applicants who at the time of application are legally eligible to work in Canada for the period covered by this position.

UNIVERSITY OF WATERLOO. Department of Man-Environment Studies. Applications are being accepted for a teaching and research position at the rank of Assistant Professor in the field of environmental and occupational health. The appointment will be in an interdisciplinary program of environmental studies. A background in health sciences and an interest in the assessment of environmental and occupational health issues and the management, design and evaluation of approaches to deal with such issues is preferred. The position will also involve cooperation with other programs in the Faculty of Environmental Studies including the School of Urban and Regional Planning, the Department of Geography and the School of Architecture. Applicants should have a Ph.D. and Canadian experience. The position is for a two-year definite term, commencing January 1, 1981. Salary range \$19,800-\$25,700. Applications, including curriculum vitae and names and addresses of three referees should be

forwarded by October 15, 1980 to: Professor Robert F. Keith, Chairman, Department of Man-Environment Studies, University of Waterloo, Waterloo, Ontario, N2L 3G1. (Subject to the availability of funds.) First consideration will be given to those applicants who at the time of application are legally eligible to work in Canada for the period covered by this position.

UNIVERSITY OF WATERLOO. Department of Mechanical Engineering. Applications are being accepted for the position of Assistant Professor. Tenure track position, initial appointment will be for three years. A recent Ph.D. graduate with experience in digital and analog control of mechanical systems. Teaching responsibilities will be primarily at the undergraduate and graduate level in control and automation. The successful applicant will be expected to contribute to the department's research in this area. He will interact with faculty who have ongoing projects in this and related areas such as fluid power, machinery diagnostics and noise control. Salary will be commensurate with experience and qualifications. A detailed curriculum vitae, a statement of teaching and research interests and the names of three referees should be sent to Dr. D.J. Burns, Chairman, Department of Mechanical Engineering, University of Waterloo, Waterloo, Ontario, N2L 3G1. May 1, 1981. No closing date for receipt of applications. (Subject to the availability of funds.) First consideration will be given to those applicants who at the time of application are legally eligible to work in Canada for the period covered by this position.

UNIVERSITY OF WATERLOO. Department of Psychology. Applications are being accepted for the position of Assistant Professor in Industrial/Organizational Psychology. We are especially interested in applicants with competence and interests in organizational behavior but will consider applicants in all areas of I/O. Regardless of area of specialization applicants should show considerable promise as a scholar and a commitment to the development of an active and sustained research program. In addition to research, responsibilities include teaching at both the graduate and undergraduate levels and supervision of student research. The person hired will have a unique opportunity to be a significant figure in the development of a Ph.D. program in I/O as well contribute to an ongoing Master of Applied Science program in I/O. The salary is competitive; persons eligible for employment in Canada at the time of application will receive first consideration. Applications will be accepted until the position is filled; to ensure consideration all material should be available by 1 November, 1980. Applicants should submit a complete c.v. and samples of scholarly work (e.g., reprints, preprints, thesis), and see that at least three letters of recommendation are sent directly to Dr. T. Gary Waller, Chairman, Department of Psychology, University of Waterloo, Waterloo, Ontario, Canada, N2L 3G1. The availability of this position is subject to budgetary approval.

UNIVERSITY OF WATERLOO. Department of Psychology. Applications are being accepted for the position of Assistant, or possibly Associate Professor in Clinical

Psychology. Applicants must have a strong commitment to research, preferably but not necessarily in the areas of child psychology, psychotherapy, or community psychology. In addition to establishing a strong research program duties include teaching at the graduate and undergraduate levels, and research and clinical supervision of graduate students. The salary is competitive; persons eligible for employment in Canada at the time of application will receive first consideration. Applicants should submit a complete c.v. and samples of scholarly work (e.g., reprints, preprints, thesis), and see that at least three letters of recommendation are sent directly to Dr. T. Gary Waller, Chairman, Department of Psychology, University of Waterloo, Waterloo, Ontario, N2L 3G1. Applications will be accepted until the position is filled; to ensure consideration all materials should be available by 1 November, 1980. The availability of this position is subject to budgetary approval.

UNIVERSITY OF WATERLOO. Department of Recreation. Applications are being accepted for the position of Assistant or Associate Professor in Therapeutic Recreation. Qualifications include an earned doctorate or its near completion in Therapeutic Recreation or related discipline. A strong research background with the ability to successfully supervise student theses and honors projects with a broad interdisciplinary view to graduate and undergraduate instruction and continued involvement and participation in professional organizations with a demonstrated competence and commitment to scholarship. Salary offered is Assistant Professor (minimum \$19,800); Associate Professor (minimum \$25,800). Salary and rank commensurate with qualifications and experience. Those interested should send applications to Dr. David Ng, Chairman, Department of Recreation, University of Waterloo, Waterloo, Ontario, N2L 3G1. Effective date of appointment is January 1, 1981. Applications accepted until position is filled. Subject to availability of funds. First consideration will be given to those applicants who at the time of application are legally eligible to work in Canada for the period covered by this position.

UNIVERSITY OF WATERLOO. Department of Recreation. Assistant or Associate Professor in Recreation Management. Earned Doctorate or its near completion in related discipline. Ability to successfully supervise student theses and honors projects with a broad interdisciplinary view to graduate and undergraduate instruction and continued involvement and participation in professional organizations with a demonstrated competence and commitment to scholarship. Assistant Professor (minimum \$19,800). Associate Professor (minimum \$25,800). Salary commensurate with qualifications and experience. (Subject to availability of funds.) Dr. David Ng, Chairman, Department of Recreation, University of Waterloo, Waterloo, Ontario, N2L 3G1. Until position is filled. First consideration will be given to those applicants who at the time of application are legally eligible to work in Canada for the period covered by this position.

ECONOMIC BENEFITS. AVANTAGES ECONOMIQUES

The Elimination of Mandatory Retirement: An Economic Perspective, J. E. Pesando, Discussion Paper Series, Ontario Economic Council, pp. 24, 1979, Ontario Government Bookstore, \$1.00.

One in Three, Pensions for Canadians to 2030, Economic Council of Canada, pp. 144, 1979, Canadian Government Publishing Centre, \$6.25.

Retirement Without Tears. The Report of the Special Senate Committee on Retirement Age Policies, Canadian Government Publishing Centre, pp. 152, 1979, \$5.95.

All three of these documents appeared in late 1979 while three more are due in 1980. The latter will come from the Conference Board, the Federal Government and an Ontario Royal Commission. They will be reviewed in a subsequent issue of the *Bulletin*.

The Senate Committee conducted public hearings and the CAUT submitted a brief to the Committee. Professor Pesando, who was a consultant to the Economic Council of Canada (ECC) in its study, states that his paper was

...inspired by the briefs submitted to the Canadian Senate Committee, together with the testimony presented in the formal hearings. Confusion still seems to exist, between the arguments based on human rights and those based on economics and, secondly, on the economic issues themselves.

The Senate Committee Report deals not only with the age of retirement, but also with a variety of pension matters and it has a strong human rights orientation. The ECC Report also deals both with the age of retirement and with a variety of pension matters, but it has a much stronger economic orientation. It examines the likely changes in age distribution of the population over the next 50 years on the basis of a variety of assumptions and considers the likely economic consequences of these changes. The Council emphasizes that pension costs will be increasing well into the next century partly because the percentage of people over 65 will be rising, partly because a higher percentage of the population will be covered by pension plans, and partly because many existing plans are likely to be improved. Professor Pesando confines himself to the two issues of compulsory retirement solely for age and the indexing of pensions. The ECC study is a much more thorough job than the Senate Committee's and it supports its positions very much better; clearly the ECC had more resources available to them. With a larger format and smaller type it is at least twice as long as the Senate Committee's report.

Each of the documents provides strong support for one or more of the positions with respect to pensions and retirement taken by CAUT over the years. All three documents are important for association members concerned with pensions.

The general thrust of the Senate Committee and the Economic Council documents is that there should be greater flexibility for people to choose when to retire, although they take opposite positions with respect to

Prof. Maher is with the Department of Business Administration at the University of New Brunswick and is a consultant to the Economic Benefits Committee of CAUT.

Retirement and pensions

by E.D. Maher

whether governments should prohibit forced retirement solely for age. The emphasis tends to be on facilitating, and even encouraging continued employment beyond "normal" retirement age for those who wish to do so rather than on encouraging early retirement.

Mandatory retirement

CAUT supported the abolition of mandatory retirement solely for age although it indicated in its submission that raising the minimum permissible age to 70 would also be an acceptable solution provided that 65 was retained as the "normal" retirement age — i.e. that pension plans would continue to be designed to provide full pensions at that age for those who wished to retire then. The Senate Committee strongly supports the prohibition of mandatory retirement solely on account of age on human rights grounds and specifies that there should be no exceptions because of pension plan provisions — exceptions that are now common in human rights legislation. Pesando argues equally strongly against any legislative interference in the matter and the ECC takes the same position. Both take the view that the present system — where retirement is essentially automatic at a specified age (usually 65) — is very economical to administer. If this were to be prohibited then some system of judgment would have to be introduced to force the retirement of people whose performance was considered unsatisfactory but who would not retire willingly. Whether this would, in fact, be a significantly more costly procedure would seem to depend on whether a significant number of people would in fact resist retirement even though their competence was declining. All the reports recognize that relatively little is yet known about when people would choose to retire voluntarily. Health and pension adequacy seem to be the main factors.

However, certain suggestions are made to facilitate early retirement. The Senate Committee recommends that the Canada/Quebec Pension Plan (CQPP) ought to be available as early as age 60 on an actuarially reduced basis. In the U.S. Social Security is available at 62 on that basis. The Council suggests that the standards for a CQPP disability pension ought to be eased as people get older.

Basically there are two social issues — freedom of choice for the individual and the economic consequences for the economy. There seems to be general agreement that people should have more freedom of choice about when they would retire but only the Senate Committee would strengthen this freedom of choice by legislation. The Council suggests that mandatory retirement for age will probably wither away soon in any case.

Pesando stresses that pension costs will not be significantly affected if people continue to work after age 65, at least under our present pension arrangements. OAS (Old Age Security) is payable automatically

at 65 and almost everyone will find it financially attractive to begin CQPP at 65. If private plans continue to be funded on the basis of "normal" retirement at 65 with pensions being increased further for those who work beyond this age then again there would be no reduction in cost. In the U.S. Social Security is basically means-tested so that those who continue to work do not also receive their pension; thus cost declines if people work longer.

Pesando does not accept the argument that job opportunities would be reduced if people could postpone their retirement. However he is dealing with the economy as a whole and does not consider the problems that might be faced by a particular employer — e.g. a university — where retirements might be very few for substantial periods of time because of a skewed age distribution. The Senate Committee and the Council emphasize the desirability of encouraging arrangements that would permit gradual retirement through reduced work plans rather than the typical present all or nothing arrangements. Both Pesando and the Council seem to overlook the fact that such arrangements are more likely to be encouraged if employers can no longer arbitrarily retire people solely on the basis of age.

Indexing

All reports recognize that many people have inadequate pension plans or that because of the possibility of inflation they can not be certain that their pensions will continue to be adequate throughout retirement. Pesando summarizes his usual logical arguments in favour of indexing of pension benefits. Indexing is strongly supported by the other two reports. Pesando and the Council both recognize that private employers can not assume an open-ended obligation for indexing and advocate that the government should sell indexed annuities for that purpose to registered pension funds and for Registered Retirement Savings Plans. The Council suggests restricting such annuities to pension plans that meet certain minimum standards of vesting and portability, but three Council members consider that this pressure will be insufficient to bring about much improvement in private pensions. The Council would also limit indexed annuities to some fraction of the average industrial wage although since, as Pesando correctly shows, indexing imposes no burden on the community as a whole (so long as real incomes of workers are not falling) there seems to be no justification for such a limitation. Limiting such annuities to registered plans and RRSPs automatically restricts them to the maximum pension that can be accumulated tax-free under the income tax regulations.

The Senate Committee is not optimistic about improving the coverage of private plans and getting them fully indexed so it opts for increasing the CQPP coverage by 50%. While it also recommends doubling the contribution rates there is no evidence

of any formal relationship between the contribution rates proposed and the benefits to be paid. The Council favours full funding of all government plans and investment of these funds raising the limit on investment in foreign securities permitted to registered pension plans. For opposing views on the merits of funding versus pay-as-you-go see "Why Social Security is in Trouble", by Nathan Keyfitz in *The Public Interest* — No. 58, Winter 1980 — and "Myths My Grandpa Taught Me" by Nicholas A. Barr in *The Three Banks Review* — No. 124, December 1979.

The Council examined the Canadian Labour Congress proposal to double the CQPP coverage. Particularly in view of its desire to see the CQPP fully funded, the Council was concerned about the volume of investment funds that would then be under direct government control. Thus, they concluded that any increase ought to be in the private sector and considered that a system such as that recently introduced in Britain might be appropriate. There employers are now permitted to opt out of at least part of the state system provided they offer pensions at least as good as provided by the state system. The state assumes responsibility for indexing the private employment pension beyond 5% per year. Although the Council looks favourably on such a system it does not specifically recommend that steps be taken to implement it and three Council members wrote dissents indicating that some positive recommendation to improve pensions should have been made.

Vesting and portability

CAUT recommended the full and immediate vesting* of employer contributions to pension plans and the Senate Committee came very close to accepting this view by recommending full vesting after one year. The Council's position was rather less satisfactory since it would accept graduated vesting at 20% per year thus requiring five years for full vesting. CAUT emphasized transferability within the university system. The Senate Committee recommends transferring vested contributions to the CQPP when an employee leaves a firm. The Council recommends that minimum vesting and portability requirements be a condition of qualifying for indexed annuities. It also recognizes that in the case of younger employees their own contributions may more than pay for the value of the vested deferred pension they would qualify for when leaving an employer and properly recommends that any such excess be refunded to them.

Treatment of women

CAUT recommended that contributions and benefits be equal for men and women but the Senate Committee was apparently unimpressed since they recommend only

...that any unfair discrimination against women in the pension field not based on accepted and sound actuarial principles should be vigorously attacked by the provincial and federal authorities responsible for human rights.

The point that seems to be missed is that since employment pension plans are generally compulsory, they have some of the characteristics of social insurance and the basic objective of such insurance is to provide results where appropriate that differ from what would be obtained in

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